

GEORGE PEABODY COLLEGE



MISSOURI
STATE TEACHERS
ASSOCIATION

School and ★ Community

HJAE

January, 1946

Volume XXXII Number 1

M. S. T. A.

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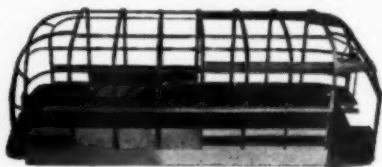
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School and COMMUNITY

INKS FRANKLIN
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EVERETT KEITH
Executive Secretary

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Send All Contributions to the Editor

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1946

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| | 9 | Fun With Chemistry, Freeman | 1.13 |
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Ask Ten Million Dollars for School Building Aid from State

House Bill No. 801 would set aside ten million dollars out of the postwar reserve fund of the state for aid to school districts in remodelling, equipping or building new school buildings.

This act was drafted by your Association in accordance with the action of the Assembly of Delegates at its meeting in St. Louis, November 7. The Assembly recommended: "Because school building has been delayed during the war period and there must be considerable expansion in the immediate future, it is recommended that the General Assembly allocate \$10,000,000 of the accumulated State revenue, that has been set aside for postwar employment, for the construction of school buildings to be distributed in accordance with standards established by the State Department of Education."

The bill was introduced by the chairman of the Education Committee of the House on December 13. It carries as co-sponsors the names of the 49 following Representatives:

| County | Representative |
|----------------------|---------------------|
| Atchison | J. A. Gray |
| Bates | C. Vern Peak |
| Benton | A. H. Zimmerschied |
| Bollinger | W. A. Pape |
| Buchanan | |
| 1st District | Lewis H. Wallace |
| 3rd District | Hugh H. McCauley |
| Cape Girardeau | J. Sam Farquhar |
| Carroll | Joe H. Miller |
| Carter | C. P. Turley |
| Chariton | Marvin M. Wright |
| Christian | Noel Cox |
| Crawford | Albert Kreamalmeyer |
| Daviess | Charles H. Bryant |
| Gasconade | John M. Schermann |
| Gentry | Luna Butler |
| Greene | F. O. Hartley |
| Henry | Allen Bowsher |
| Hickory | Edde B. Pope |
| Jackson | |
| 3rd District | Joseph M. Tanner |
| 8th District | Dorr H. Carroll |
| Jasper | Arthur D. Smith |
| Johnson | Arthur T. King |
| Knox | Edwin M. Costello |
| Laclede | Hollen A. Mott |
| Lawrence | Walter Whinrey |
| Lincoln | R. F. Whiteside |

| County | Representative |
|------------------------|---------------------|
| Miller | Lucian T. Mace |
| Montgomery | T. O. Ham |
| Morgan | Birtle Huff |
| Newton | J. T. Morgan |
| Ozark | Leonard F. Ebrite |
| Pike | Milton F. Duvall |
| Polk | Joe C. Wagoner |
| Randolph | Fred A. Neef |
| Ripley | W. O. Roberts |
| St. Francois | Harry Denman |
| St. Louis City | |
| 1st District | Fred Ray Columbo |
| 2nd District | Wilbur A. Hunter |
| 2nd District | Mrs. Carolyn Immken |
| 3rd District | Robert M. Uxa |
| St. Louis County | Charles A. Witte |
| Saline | John Edward Burruss |
| Scotland | E. F. Bertram |
| Scott | J. S. Wallace |
| Shelby | Cecil T. Taylor |
| Stone | C. T. Hancock |
| Taney | Douglas Mahnkey |
| Texas | Curtis J. Tindel |
| Washington | Lynn H. McMillen |

Your representative will be home during the holidays. Be sure and let him know of your interest in this act. The text of the bill, except for the title, is as follows:

Section 1. There is hereby created a public school building fund to receive appropriations from the postwar reserve fund and to be used as aid to school districts for the purpose of constructing and remodeling public school buildings and equipping the same, the need for which shall have been determined and the plans approved by the state board of education. Said public school building fund shall terminate as of the thirtieth day of June, 1951, and the total aid granted therefrom prior to that date shall not exceed ten million dollars.

Section 2. The board of directors or board of education of any school district desiring aid from said public school building fund shall file with the state board of education an application therefor, setting forth therein the information required by said board as a basis for determining the possibility and desirability of granting the aid sought. Said board shall be the sole judge of the desirability, from the viewpoint of probable future use, of any build-

ing for which aid is sought.

Section 3. The state board of education shall determine the amount of aid to be granted from said public school building fund, in each case, within the following limits: one-half of the cost of the building and its equipment, or two and one-half per cent of the assessed valuation of the district, whichever is the smaller, to any district actually or legally able to pay the difference between the aid granted and the cost of the building to be erected or remodeled and its equipment; the amount actually needed, as determined by a careful investigation, to any district not actually or legally able to pay as much as fifty per cent of the cost of the building to be erected or remodeled and its equipment.

Section 4. Aid granted from said public school building fund shall be paid in the same manner as other state aid for school building purposes, but nothing in this act shall be construed as affecting in any way

other legal provisions for state building aid to school districts. Provided further, that if any federal funds are made available to this State for the construction or re-modeling of public school buildings, the state board of education shall approve such building projects before such state and federal funds shall be spent.

Section 5. Since the recent and unexpected termination of World War II has brought a threat of wide-spread unemployment; since the erection, remodeling and equipping of school buildings would tend to lessen such unemployment; and since the adjournment date of the 63rd General Assembly is uncertain and indefinite; an emergency exists, within the meaning of the state constitution, affecting the public peace, health and safety; as a consequence of which, this act shall be in full force and effect from and after its passage and approval by the governor.

Fads, Frills or Fundamentals

Episode I

First Speaker: So you are opposed to what you call "fads and frills" in education.

Second Speaker: Indeed I am. Many of our schools are clear off the main line. We dare not neglect the fundamentals.

First Speaker: I agree with you completely. Fads and frills must go out! Life is too short and our children are too important to waste time.

Episode II

First Speaker: What fads and frills should we get rid of in order to concentrate on the fundamentals?

Second Speaker: Well, art for one thing. It makes me boil to see children who can't spell or work arithmetic problems, or answer questions in history fool around smearing paint. It seems to me they are just wasting time.

First Speaker: Are you opposed to art?

Second Speaker: No, of course not, but—

First Speaker: What I mean is, do you feel that Americans are too artistic, that

By STEPHEN M. COREY*

is they are too concerned about beauty in their homes, their neighborhoods, their literature, their music, and so on?

Second Speaker: No, that isn't it, but there are priorities. Boys and girls should be taught to spell and work arithmetic problems and write and read first.

First Speaker: You believe then that spelling, arithmetic, and reading and writing are more important than creating beautiful things or enjoying beautiful things?

Second Speaker: Well, if you put it that way I might back up a little bit. Certainly, anyone who travels around this country isn't impressed with what we have done to make our surroundings more beautiful.

First Speaker: Then you really aren't opposed to art instruction broadly speaking?

Second Speaker: No, I guess it is the way they teach art that seems to me to be a waste of time.

*One of a series of articles sponsored by the Department of Supervision and Curriculum Development, NEA.

First Speaker: What your position boils down to is that children really need to learn a great deal about art but the methods now employed to teach them are poor methods.

Second Speaker: Maybe that's it.

First Speaker: Do you have any suggestions as to how teachers can do a better job of making boys and girls sensitive to beauty and able to create beautiful things?

Second Speaker: No, I can't say I do.

Episode III

First Speaker: What are some of the other fads and frills that bother you?

Second Speaker: Well, this gym business, and spending so much time on health trying to get the children to tell their mothers what to cook.

First Speaker: Do you believe our boys and girls are too healthy?

Second Speaker: No, but to spend one half hour a day playing and practicing eating, seems to me to be a waste of time. They should be learning the fundamentals.

First Speaker: Do you believe it's more important for American boys and girls to know arithmetic and spelling than it is for them to be healthy?

Second Speaker: No, of course, that isn't it, but—

Episode IV

First Speaker: Let's go on. Tell me some more fads and frills you think should be eliminated.

Second Speaker: Well, take the way a lot of our teachers are going at the social studies now. Boys and girls aren't learning the names and dates and important facts in history. They spend all of their time planning and learning how to live together and to cooperate. The New York Times test shows that ever so many children hardly know any of the facts about the history of their own country.

First Speaker: Do you believe that American boys and girls and American adults know all they should about planning their lives and getting along well together? Are they sufficiently resourceful now and able to think for themselves?

Second Speaker: No, of course not. But I asked my boy in the fourth grade the other day to name the capital of Nevada and he said "Reno." I think children should know answers to questions of that sort.

First Speaker: Well, school time is limited. Children can't learn everything. Do you feel that it is more important that they be able to recite a number of facts about American history, than that they should learn how to live together democratically?

Second Speaker: No, of course not, but—

Episode V

First Speaker: You've got me a bit mixed up. When we started this conversation you said that you agreed with me that there should be more emphasis on fundamentals, that the fads and frills should go out. What did you mean?

Second Speaker: I was sincere. I think that no intelligent person at any time defends fads and frills. To me emphasizing the fundamentals means emphasizing what the boys and girls need most to learn. Apparently you and I don't agree on what the fundamentals are.

First Speaker: Well, what are they? How can a person find out?

Second Speaker: That isn't too difficult. The straightforward and sensible thing to do is to try to learn what jobs or tasks boys and girls ought to succeed at, and then see to it that they learn whatever is necessary for this success.

First Speaker: That sounds reasonable.

Second Speaker: And if you do that, you will find that in ever so many schools boys and girls are not learning the *real* fundamentals. They are not learning, for example how to get along with one another, and how to think and to reach good judgments, and how to spend their leisure time wisely, and how to make their surroundings beautiful, and how to select good food and keep healthy, and how to work.

First Speaker: Hm-m-m-m. It's something to think about. You may have something there. Let's go at it again one of these days.

Shame on the Teachers!

FORTUNATELY, OUR students were not present to observe our conduct at the state convention in St. Louis. Had they been there they certainly would have considered teachers an ill-mannered lot, probably ill-bred and lacking in common courtesy. Seriously, the lack of respect shown the program personnel was shocking.

Let us turn the situation around. Imagine a faculty member in charge of an assembly program in one of our schools. Several musical numbers have been prepared, and two public officials holding positions of great responsibility are on the platform to discuss vital issues of the day. The program begins, and at the close of the musical numbers several students get up and walk out. The chairman introduces the first speaker, and the discussion gets under way. Presently several students down front climb over the feet of everyone in the row and make a break for the door. All during the address a steadily increasing trickle of students flows out. Then at the close a torrent breaks loose. By the time the second speaker takes the floor the audience has dwindled to something like half its original size. The exodus continues all during the second speech, and at the close all the remaining students leap to their feet and start for the door before the chairman has time to bring the meeting to an orderly and respectful conclusion.

We are safe in saying that this scene will never occur in any school. Our students are too courteous to act like that. We have taught them courtesy, but they might well charge us with hypocrisy. The moment our identity is lost in a big crowd, or at least we think it is, we violate just about everything that we have taught our students about showing respect for speakers and conducting themselves properly at public meetings.

Consider what happened at the various sessions of the state convention. At the first general session when the Governor arose to address the meeting all the exits were clogged with departing teachers. We are made to wonder what his thoughts must have been concerning the teaching

By CHAS. E. BESS

*Junior College of Flat River
Flat River*

profession in Missouri when so many of us walked out, apparently not interested in what the highest executive officer in the state had to say on the subject of "The Teacher and Government."

At the second general session teachers were seen leaving after the musical part of the program, despite the fact that a distinguished member of the United States Senate was present to discuss issues of vital concern to every American.

At the third general session not a minute elapsed during General Chennault's stirring address on the "Flying Tigers" that teachers were not leaving the auditorium. Personally, I got up five times during his address to permit traffic to flow over my feet. The annoyance to interested listeners was intolerable, not to mention the discourtesy shown the speaker. At the close of his address, despite the fact that it was not yet eleven o'clock and the next meeting was not due until two, practically the entire audience arose and started to leave before the chairman could take charge of the meeting. In the midst of this confusion how embarrassed the General must have felt to step before the microphone and ask whether anyone had any questions.

This conduct was inexcusable. The general sessions were short—much shorter than usual, and approximately three hours elapsed between the morning and afternoon sessions. Why all the rush?

In my opinion very few teachers are entirely free of guilt in this matter; I know that I am not. Conditions, however, were so bad at the last meeting that I grew ashamed of myself and many of my fellow teachers. If a few thousand other teachers in Missouri will join me in a resolution to practice what we preach, our meeting next year and those thereafter should reflect credit upon our profession.

"Help Wanted" Echoes An Answer

WE NEED A LOT OF HELP in promoting our public relations program. Just what kinds of scientific aid can we expect and how do we go about to get such help? This question, posed by a group of teachers, can now be answered in terms that will do much to translate desires into accomplishments. The field of school public relations is daily being enriched by genuinely practical materials. It is one of the most encouraging avenues of progress in the schools' attempt to adjust to the peace years. Just now people of all economic levels are conscious of the need for understanding the forces that make for real peace. As a result every effort to create good will, to influence opinion in favor of the best schools possible holds promise of progress over and beyond what could normally be expected.

In order to review public relations aids in a manner that may be most helpful they are here classified under several headings with no thought as to rank importance. In fact, each school will want to use those aids that seem best adopted to local conditions.

Perhaps the field of current publications has most to offer the teacher and school administrator seeking current, down-to-earth help in public relations. *Bargain Dollars*, a 28-page booklet by the National School Service Institute, Shop 307, Palmer House, Chicago 3, Illinois, gives immediate and strictly practical help in influencing opinion for good schools. It is profuse with examples of how better schools help raise the economic level of the community and thus contribute in a practical way to everyone's welfare. The booklet is free for the asking.

Education . . . An Investment in People, current publication of the U. S. Chamber of Commerce, has been definitely a "best seller." This scholarly research study on the economic contribution of good schools to America has served as the background of countless discussions that has swayed business, industry, and the general citizenry to the values of superior schools in every community. Call your local Chamber for

By OTIS A. CROSBY, President
School Public Relations Ass'n.

a copy or write the U. S. Chamber of Commerce direct and enclose twenty-five cents.

An excellent pocket-size 12-page booklet effectively illustrated and with a very minimum of copy reduces the above study to the immediate understanding of everyone. Recently published by the National Education Association, single copies can be had free by writing that organization at 1201 Sixteenth St., N.W., Washington 6, D. C.

Today's Techniques, a story of successful practices in school public relations, is being readied for a third printing. It is the only book on school public relations of nearly 300 pages with profuse illustrations devoted exclusively to "how to do it." The publisher indicates that a few copies remain at \$1.60 prepaid, Ann Arbor Press, Ann Arbor, Michigan.

The U. S. Office of Education in cooperation with the national School Public Relations Association has a booklet in preparation aimed to present real help in public relations for village and rural schools. It will be available in the spring, according to officials of the Association.

Numerous recent books in trade and professional public relations offer valuable help and an opportunity to learn how industry and certain professions have advanced rapidly via good public relations. Two recent books in this field are *Hospital Public Relations*, Mills, Physicians Record Company, Chicago; *How to Make Friends For Your Church*, Fortson, Association Press, 347 Madison, New York; *An Introduction to Public School Relations*, Reeder, Macmillan Co.; *School and Community*, Olson, Prentice-Hall, Inc.

The National Education Association and many of the state education associations have published brochures, booklets, and mimeographed materials for the aid of public relations committees.

Education journals are monthly carrying

more and more help on the subject of public relations. The *American School Board Journal* for November has a helpful leading article, "Public Affairs Education—the Community Approach." The *Nation's Schools* this same month begins a study and diagnosis of the hundreds of entries in their recent contest aimed at finding the most practical public relations approach to school public relations and community support for the schools.

Looking at another phase of public relations, there are a limited amount of visual aids available. Perhaps most effective in the field of moving pictures is the 16mm.

sound movie, "Pop Rings the Bell." Professionally produced, the movie dramatizes the work of education and the role of schools in contribution to the welfare of all. Your state education association has this picture for free loan.

The National School Public Relations Association has three excellent "Techniques" available free. They point up the "how to do" phase of "Tax Campaigns," "So You're Going to Make a Movie," and "Measuring Opinion." Write Otis A. Crosby, President, School Public Relations Association, 1354 Broadway, Detroit 26, Michigan.

Administrators Regional Conference

KANSAS CITY, FEBRUARY 20-22, 1946

On Wednesday, Thursday and Friday, February 20, 21 and 22, Kansas City will be host to a Regional Conference of the American Association of School Administrators. The Kansas City conference will open the schedule for the Association and the Kansas City meeting will be followed by Regional Conferences in Atlanta, February 25-27; New York, March 4-7; and Chicago, March 12-14. To members of the Association in the following states, invitations and hotel reservation blanks have been sent: Arizona, Arkansas, California, Colorado, Idaho, Iowa, Kansas, Missouri, Nebraska, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington and Wyoming. Membership in these seventeen states totals 1803.

The theme of all four of the Regional Conferences being planned by Dr. Charles H. Lake, Superintendent of the Cleveland Schools, is "The Unfinished Task."

At Kansas City registration will be held in the Lobby of the Municipal Auditorium on Wednesday morning, February 20. The opening session will be held in the Music Hall on Wednesday afternoon and the evening session, in the Arena, will be open to the general public. Other general sessions will be held Thursday morning and evening, and Friday afternoon. Thursday

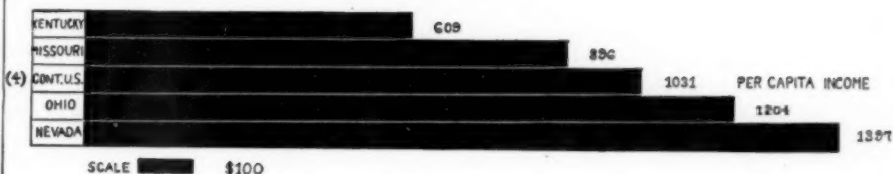
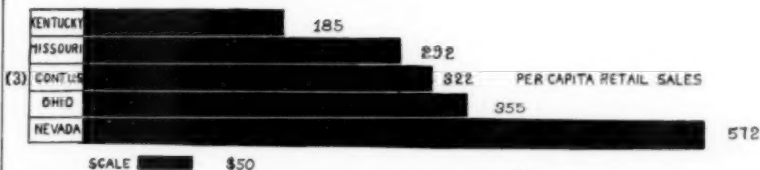
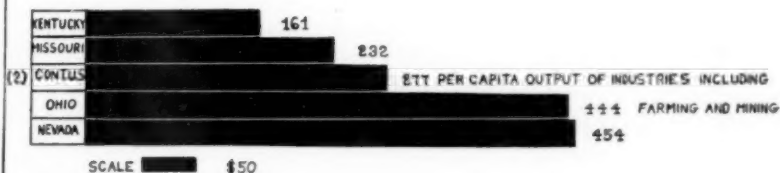
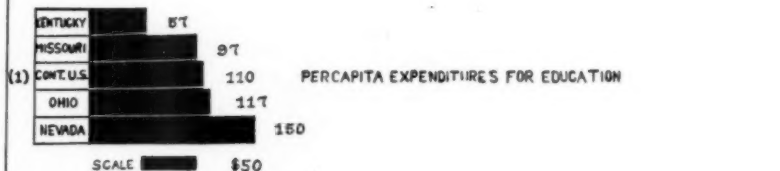
afternoon and Friday morning will be given over to discussion groups.

Themes for the general sessions include the topics: "Education Looks Ahead," "Conserving Human Resources," "Education for Community Living," and "Immediate Administrative Problems." Discussion groups will consider:

- What the Secondary Schools should Teach
- What the Elementary Schools Should Teach
- Veterans Education
- Population Trends and Family Life—The Future of the American City
- Surplus War Materials
- Federal-State-Local Relations (Finance and Taxation)
- Health and Physical Fitness
- Maintaining the Teaching Staff
- School Building Programs
- School-Community Relations
- Scientific Aids to Education (Radio, Motion Pictures, Television)
- Adult Education
- Boards of Education

Assisting President Lake in arrangements for the Kansas City meeting are Superintendents John L. Bracken of Clayton, Hobart M. Corning of Omaha, and Herold C. Hunt of Kansas City.

RELATIONSHIP BETWEEN A STATE'S INVESTMENT IN EDUCATION AND ITS OUTPUT OF INDUSTRIES, RETAIL SALES AND INCOME



(1) DERIVED FROM DATA OF U.S. OFFICE OF EDUCATION FOR 1941-42

(2) FROM U.S. BUREAU OF THE CENSUS FOR 1930

(3) FROM U.S. BUREAU OF THE CENSUS FOR 1930

(4) FROM SURVEY OF CURRENT BUSINESS, AUG. 1944 FOR YEAR 1943

KFA-1945

Courtesy Kentucky School Journal

Trumpets in The Morning

WHEN IN MEDIAEVAL DAYS, the king wished to make an announcement of great importance, the trumpets sounded and a great crowd assembled. All could hear the proclamation and then go forth to execute the command. The trumpets announced the chase, the war, the victory. Trumpets are sounding today, but in the din of confusion their sound is scarcely detectable. Their call causes no assemblage of great crowds, no proclamation is heard, no king commands.

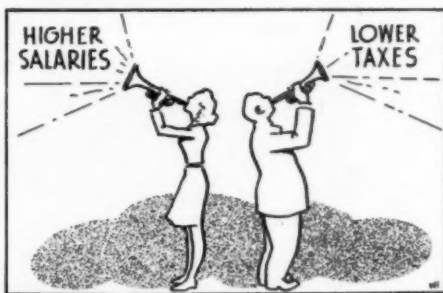
Teachers of Missouri have read the October issue of Readers' Digest. They have seen the caption, "Teachers' Pay—A National Disgrace." They have noted that their state was referred to in at least three instances, concerning teachers who are unjustly compensated for their efforts. A trumpet has blown. On the morning of a great era of reconstruction when a new day is breaking for the world, when all leaders for world peace acclaim education as essential to the very existence of Democracy, teachers are told that their "pay is a National Disgrace."

What are the reactions of the teachers to this situation which they recognize as only too true? Do they sit and whine and feel sorry for themselves? Do they resolve to take immediate steps to find more lucrative employment? Do they decide to strike for higher pay, thereby closing the schools and depriving the children of a chance to get an education, until their salary demands are met? Some teachers have left the classrooms for better paying jobs, some are unhappy and complain about their salaries and I dare say there are some who feel like going out on strike. But most classrooms were opened in Missouri for the school term 1945-46 with a well-trained, happy, enthusiastic teacher ready to carry the educational torch on and on to greater heights.

Education of our youth is a challenge of the highest order. Those who cannot accept the challenge must drop by the wayside. Soldiers do not fight for the fifty dollars a month pay. Neither does the teacher

By FRED E. BROOKS
University City

work solely for the pay check. But the soldier must have equipment—the best was not too good for our G. I. He was fighting for his country—he was fighting for a way of life and had to be trained and equipped to fight. Expense was not spared. "Teachers ought to be able to set an example of gracious living for their pupils and their pupils' parents. If they are to give their best to an exacting job, they must not be oppressed by constant financial worry," says Mr. Littell.



What are the parents' reactions to the fact that teachers as a group are underpaid? Do they shake their heads and say, "Too bad! We must do something about it because I consider my child important. When he is ill I want the best doctor I can get for him. When he is trained to live, I want the best people I can get to train him. Yes, we must do something about it." Or do they say, "Teachers are paid more than they are worth now. They don't teach children right—they let them waste their time instead of teaching them to read, cipher, and spell. We had good teachers when we went to school and they were paid thirty dollars a month. Lower the taxes, let the schools cut out the frills, they waste our (tax-payers') money."

How do Boards of Education react to the

situation? Do they say, "Our schools are the state's greatest business. We are officers of the state and are charged with the responsibility of developing our most important asset—the children. The best teachers are none too good for our children. We'll ask our citizens to vote a sufficient tax rate and we'll pay teachers' salaries that will bring about the best results. Educational economy is false economy if our children do not have the best educational opportunities." Or do they say, "Our schools must operate as cheaply as possible—we must keep the tax vote down and teachers must be induced to work at salaries as low as possible. If the school keeps the children off the street it will be sufficient for us."

And last but not least, what do the legislators say about teachers' salaries as a "National Disgrace"? Do they say, "We must make better school laws. Our children must have the best. Let the people vote a tax rate as high as they wish so long as it is for efficient instruction and guidance of our children. Our future depends upon education. It is cheaper to educate than to incarcerate—cheaper to inform than reform. Let us go 'all out' for education." Or do they say, "The schools are always asking for more money. Keep the tax levy down. Set a limit because people with children will vote it too high. Too many people with children don't own property and they might ask for too much. Our youth are only important when we need them at the battle front."

Teachers of Missouri know all of these reactions and more. They meet them daily—newspapers, parents, prosperous citizens who sent no sons to war, legislators and boards of education. The line is clearly drawn—the trumpet is sounding! It is a real challenge to the teachers of Missouri. Can we expect the solution of the problem to come from parents, school boards, or legislators? The history of education points the way. We have a cause. It is worth fighting for. Let us accept the challenge and convince ourselves and our public that education is essential to our way of life. The teachers of Missouri can influence education more than all forces combined if they so desire. Let us raise our profes-

sional standards and prepare ourselves for better teaching. Let us produce young people with a profound respect for education so that the next generation will give us parents, legislators, and school board members who understand its value. Let us lead the finest and most brilliant young people into the teaching profession by setting an example before them which will make them realize the challenge teaching offers. Teachers, they are all in our classrooms today. What are we doing about it?

Fight
INFANTILE
PARALYSIS

JAN.
14-31
JOIN THE
MARCH
OF DIMES

The National Foundation for Infantile Paralysis

FREE FILM

ASSIGNMENT: TOMORROW

A 16mm. sound film in black and white; 26 minute feature with 7 minute trailer, all in one reel.

* * *

FEATURE: Presentation of the teacher at work.

TRAILER: Presentation of the professional program—local, state, and national associations.

Missouri State Teachers
Association

COLUMBIA, MISSOURI

Teachers, Help Yourself!

"The worst tragedy that can come to a community is that nothing has happened in that community because the school is there." W. P. King, executive secretary of the Kentucky Education Association, put into this statement an eloquence of feeling, which grew out of deep knowledge and deep concern for rural education. "Nothing has happened" he repeated "because the school is there, and," he added sorrowfully, "the people do not expect anything to happen because the school is there."

What Should Happen

What should happen in a community because the school is there? How should a school work so that the *right* things happen? How can teachers learn to teach in such a way that things happen for community betterment?

To help supply answers to these questions, the Rural Editorial Service for State Education Associations has been established. This service will come to you through your *School and Community*. It is operating under a grant from the Kellogg Foundation of Battle Creek, Michigan, and under the sponsorship of the University of Chicago. It is governed by a Board of Editors named by the National Association of Secretaries of State Teacher Associations. One of the chief concerns of this service is to help your journal serve you better.

Your Editor Not Content

Do you want a better educational journal? Yes, I know *School & Community* is good, but I shall let you in on a secret. Your editor is not satisfied with it. He wants it to be a lot better. Last summer when the editors of the state education journals met at the University of Chicago for a two-weeks Workshop, your editor was scurrying around for new ideas with all the eagerness of a two-year-old on his first Easter egg hunt. The earnestness with which all of the editors of the state education journals are seeking ways of giving teachers better service was strikingly evident throughout the Workshop.

Your editor was one of a four-

By FRANCIS S. CHASE
Director, Rural Editorial Service

member Executive Committee to organize the Workshop and he worked with the other editors and executive secretaries through the National Association of Secretaries of State Teacher Associations to create the Rural Editorial Service. This service was established primarily to improve the services of schools to their communities, particularly in rural areas, and to improve rural-urban relationships. The improvement of schools and teaching will be stimulated chiefly through the state education journals.

How Can Your Journal Help

We want to know how your journal can help you to teach better; how it can help you to raise the level of thinking and acting in your community. You can lend a helping hand to teachers throughout America if you will write us your ideas of how a teachers' magazine can be most helpful. Suggestions coming from teachers all over the country will be summarized for the



benefit of each of the editors. We know that teachers are reluctant to write their views on matters of this kind, but we want



to urge it on you, in this case, as a genuine service to the profession of teaching.

Would you be interested in vivid descriptions of good school practices throughout America? Would you profit by a clear account of how a rural school has promoted better health services or improved agricultural practices in its community? Would you like to know how other schools have developed programs that influence civic thinking and action? Would you like to know how some rural schools have overcome lack of resources and materials, and made the community a laboratory for effective learning?

You Can Help

If you are interested in these things, so are thousands of your fellow teachers scattered throughout the nation. You can help other teachers by letting the Rural Editorial Service know of good practices in teaching that come to your attention. Just tell in your own way of how you, or some other teacher, has solved a school or community problem. Or, how a school



has become a center of community enterprise. Or, how community problems are being met by a school working with other community agencies. If you don't feel equal to describing what has happened, just drop us a card and say:

"Something is happening in Stone County (or Cranberry Corners) because the school is there, and I think maybe you would like to look into it. I am giving you below the names and addresses of some persons who might furnish further information."

At Your Service

The Rural Editorial Service is *your* service. We invite you to tell us how it can serve you through *School & Community*. Address your comments and questions:

Francis S. Chase
Director, Rural Editorial Service
5835 Kimbark Avenue
Chicago 37, Illinois.

Remember that two things, chiefly, are desired:

1. Your ideas as to how your state education journal can be more helpful to you; and
2. Tips on good school practices, especially those which lead to community improvement.

With the great goal of free universal education always before us, let us go forward into a new era for our schools that shall surpass anything that has gone before. This splendid and purposeful Association, which has accomplished so much for education in Missouri in the long years of your history, can continue to lead the way.—Governor Phil M. Donnelly, First General Session, 83rd Annual Convention, St. Louis.

Teach Equality and Tolerance

TOGETHER WITH most of the teachers of our country, the writer has been reading much about the increased importance of the teaching profession in encouraging and preserving the American way of life. Many of the books, articles, and so forth give us the reasons why, and demands for, such teaching without giving any aims, standards, or guide posts for it. This is an attempt to clarify in our minds some of the fundamental necessities of our jobs.

First, I think we need to teach equality. Perhaps it seems a paradox, but one of the best ways of teaching equality is the *stressing of differences* in our selves and the children we teach. It is futile for us to give lip service to the idea that all men are equal in all things, when the smallest beginner in our care can see that it is not true.

Inequality of strength, intelligence, courage, and personality are apparent to everyone. How then can we present this important principle of Americanism? Partially, I believe, by teaching that equality of human rights is not affected by temporary supremacy in any one factor of existence—no matter if one child is stronger than another, he cannot have all the playground equipment for his own. Simple? Yet how many times are we tempted to give most of the class time to the brilliant child, leading him on and on to his delight and our own? Conversely, some are guilty of spending hours of class time trying to bring to “grade level” some one child in a class of thirty, leaving others to their own devices.

On the playground and in athletics, we are tempted, and do, spend the majority of our time with those already skillful in games, neglecting the child that needs the stimulation and encouragement of the teacher to arouse in him the desire to acquire skill in sports. Is this equality? Then how can we teach it unless we as teachers practice it? My premise, then, is that it is our duty to find those features in any child in which he is superior, and exploit them, teaching that, because of the complexity of our modern civilization,

By E. T. MARTIN
Principal, Jefferson Elementary School
Sedalia



any worthwhile job, well done, makes the person doing it equal with others.

However, before this premise can be taught, it must be believed by the teacher. Lip service will not inculcate this ideal in our charges when they see their teacher try to ingratiate himself with the “social set,” and snub his “inferiors.” True, the most of us have college degrees and speak rather good English, but can you paper a room? Repair a locomotive? Successfully run a farm? Or even, bake a good cake? Acknowledgement of superiority of others is, I believe, one of the prime essentials in learning, and teaching, the lessons of equality.

The second great lesson we must learn and teach is tolerance. It is a shocking thing, to me, that we as teachers are as intolerant as we are. How can we teach citizenship when we are intolerant of races, racial customs, inherited traditions and beliefs? I lay this charge at our feet. We have “blind spots” in our thinking that no reason seems to change. We are so sure we are right in our superiorities that we have contempt, or perhaps worse, indifference, for the beliefs and ideals of others in our country. How, for instance, can we teach

racial tolerance when we "can't stand" to sit close to those of other races in a bus? Religious tolerance is not taught by an attitude of amused contempt toward "Holy Rollers" or virtuous indignation at the Jews. This thought is one on which we should question ourselves seriously before consciously attempting to teach it to our pupils.

A third great lesson we must teach is respect for minority. Majority rule can be so stressed that children as well as grown-ups tend to forget the rights of the minority in their choice of thinking. Excessive respect for majority rule leads to totalitarianism, and denies the premise of equality of rights and universal freedom which is one of the foundations of our country. This is one of the hardest lessons of any to put across to children, and can be done only if the teacher is convinced that the minority does have rights—rights that must be respected at all costs if we want to preserve those principles to which we as a people are committed.

How can these principles, and others, as important, be taught? Should there be special classes for teaching equality? Should "Tolerance" be taught from 10-10:30 on Tuesdays and Thursdays? This is absurd on the face of it. I think these principles are so fundamental that they should permeate each day's work from the beginning to end—they are fundamental to arithmetic, spelling, and all the so-called "basic" subjects. However, we as teachers cannot teach them unless we know and understand them, no more than we can teach biology without suitable preparation. Preparation is bought at a price—the price of the discomfort of dragging ourselves out of the comfortable superiority rut where we sometimes are, and really try to understand what our nation stands for. This article cannot tell you—no one source can do it. Only by the active practice of these principles can we become the true teachers of them. It is a hard road and not too comfortable, but it is our duty if we live up to the proud name we bear—that of teacher.

What Are You Doing About Visual Aids?

AS THE BOYS return from the war, the educators of Missouri will certainly need an answer to that question. The boys are even now asking why visual aids are not being used.

Recall the speed in which the government trained thousands. How was this done? By visual aids—the training films. Then it seems increasingly more patent that the educators must evolve some means of developing a philosophy of visual aids. It must not be a "movie" in the school room (for visual aids are not for entertainment); rather they should be a vital means of building experiences which will aid the children in developing concepts—from the concrete to the semi-concrete to the abstract.

Some standards, some means of evaluation, and some teachers' training must be established in order to have an efficient use of visual aids. A program must be established to provide for this, for we must be prepared to answer the returning veterans.

By EULA VOIROL

Wm. A. Knotts School
Kansas City

Check yourself and see what you do in in the field of visual education. 1. Do you plan field trips with a purpose? 2. Do you obtain pictures, models, or specimens related to your unit? 3. Do you ever make slides or use slides in connection with your unit? 4. Do you have maps and charts available? 5. Have you ever used stereographs or viewers? 6. Do you use sound film strips or film strips with your unit? 7. Have you had your pupils collect objects, models or specimens for the unit? 8. Have you had your children collect, make or mount pictures related to the unit? 9. Have you sought information and investigated it from all reliable sources? 10. Have you asked for help from museums, state and federal departments who can offer help?

Our Teacher Poets

THINK OF THE GENTLE, KINDLY THINGS—

THINK OF the gentle, kindly things,
The touch of sun on a shadowed place;
Think of this, for
You saw his face.

Dream of a lovely, lyric thought,
In cadences the lonely seek;
Dream of this, for
You heard him speak.

Remember all you have known of faith,
From brilliant dawn to dusk's dark bell;
Remember this, for
You knew him well.

—LEA ANN ABERNATHY
Kirkwood

OUR HOPE

THE ANGELS sang—that night long ago,
To a beautiful Babe—when lo,
The cherubs peeped from the heavenly
blue,
And joined the Angels' choir too.

The Shepherds followed the light of a Star;
With purpose and courage, they traveled
afar;
Till they came to where the Child lay,
In a manger, meager, old and gray.

The story is old, but ever new,
Mankind must—hope and trust review,
For the tempter's lair is ever there,
And would our wayward steps insnare.

In the suffering stricken world, today,
God, give us the Shepherds' faith and way;
Nor turn from our course, till His purpose
win,
Of peace on earth—good will to men.

—MYRTLE RUTH HAMMOND
Pattonburg

SCHOOL AT NIGHT

YOU SLEEP—
Seeking respite from restless feet.

You slumber—
Awaiting the coming day.

In the darkness
You loom
As a symbol of light.

You stand—
A protector of children
And right.

—SALLY ANNE CRAWFORD
Webb City

LIBERATION

THE LITTLE red school is buried forever,
With the dust and din of battling nations;
Methods and modes are lost with the river
Of time, and in the struggle of new
relations.

Students of tomorrow will be world-
conscious:
Taught geography by globe-circling
fathers,
Taught love of races by those religions,
And taught world tolerance by their
mothers.

The little red school needs a renovation,
To keep in step with the changing times.
We applaud the scientific progress of our
nation,
But what about our educational lines?

Students of tomorrow will ask unabashed:
What is meant by the splitting of the atom?
Why is a trillion dollar war unsettled?
Is world peace only a passing phantom?

While swords are being beaten into
plowshares,
Are teachers preparing to inaugurate new
methods?
New occasions will teach us new duties
and cares,
Are we ready to undertake our new
mission?

—FAUNA OVERLAY
Cowgill

SCHOOL AND COMMUNITY

CHATTER

SEE I BROUGHT my turtle!
I can leave him on your desk."

"Make James quit bothering me;
He is always such a pest."

"Someone's in the cloakroom
And he's trying to get out."

"Look over there at Marilyn.
She sure is an old pout."

"Look teacher, see my tooth.
Will it come out today?"

"I can't go home at three.
For my mother says to stay."

Ding goes the bell
But that doesn't seem to matter?
With forty little six-year olds
There must be chatter-CHATTER.

Always they must go forward
And yet they must be held back;
Always full of energy
There is no time for slack.

A person who is teaching
Has so very much to do
But I wouldn't trade with anyone
Honest now, would you?

—HELEN KITCHELL EVANS
St. Clair.

LISTEN BOY!

DON'T be afraid
Of your foreign name,
Others have reached
The top and fame,
With much more struggle
Than you or I,
Never stopping to ask
Why?

The head-start that
Others have gained,
Was only theirs to
Reach and claim.
Your task is greater far.
First a hurdle, then a bar.
Next a prejudice, near and far.

The best you know
Will show your pace,
While you're not there;
Not face to face.
Strive on in spite
Of this debris.
Strive, I say, if you
Want to be free.

America is a state of mind
It's yours to seek
And find.
Names are stones
That either lift or weigh.
Which of these will be
Your choice today?

—SAM PASSIGLIA
Kansas City

VIEW POINTS

I loathe teaching school;
Not the tasks, routine and laws,
But because of the kiddies:
They loathe having school.
We pick apart their little attempts
To solve life's miniature problems.
We check-caution and grade.
What are grades?
Marks—our opinion—what we think
That little mind conceives
Of all the mysteries it looks upon.
But we must grade,
I'd rather listen to their plans
Their wildest dreams, their hopes—
They have no fears.
I love them, but withal—
I loathe teaching school.

I love teaching school;
Those little eyes that glance my way,
Believing me, trusting me,
Adoring me for what they think
Me to be all they dream.
I cannot fail to be the very best
That God intends that I should be,
To leave upon each little life
My stamp—my part of a life in the making.
I must be true, I must be brave
Face it as my God given trust,
I cannot fail those trusting me.
I cannot fail Him who gave it me.
So back I give my life, my all
To Him—to them—for withal—
I love teaching school.

—RUTH SPANGLER
St. Louis

Missouri State Teachers Assn. Financial Statements June 30, 1945

EXHIBIT "A" BALANCE SHEET AS AT JUNE 30, 1945

| ASSETS | |
|--|---------------------|
| CURRENT ASSETS: | |
| Cash on Hand and in Banks | \$33,678.06 |
| Accounts Receivable: | |
| Reading Circle | \$16,437.95 |
| School and Community | 115.00 |
| Checks and Warrants—Association | 48.00 |
| Checks and Warrants—Reading Circle | 1,706.43 |
| | <u>18,307.38</u> |
| Less: Reserve for Bad Checks and Accounts | 2,609.38 |
| Total Receivables | 15,698.00 |
| Inventory of Books (Not Consigned) | 3,418.77 |
| Investments: | |
| United States Defense Bonds at Par and Cost | 95,000.00 |
| United States Savings Bonds—Present Value and Accrued Interest | 9,600.00 |
| Total Investments | <u>104,000.00</u> |
| Total Current Assets | \$157,304.83 |
| FIXED ASSETS: | |
| Real Estate—Land | 11,915.50 |
| Real Estate—Buildings | 59,112.02 |
| Less: Reserve for Depreciation | 18,441.00 |
| | <u>40,671.02</u> |
| Furniture and Fixtures | 11,069.52 |
| Less: Reserve for Depreciation | 9,299.24 |
| | <u>1,770.28</u> |
| Delivery Truck | 467.68 |
| Less: Reserve for Depreciation | 466.68 |
| | <u>1.00</u> |
| Total Fixed Assets | 54,357.80 |
| DEFERRED CHARGES: | |
| Supplies Purchased in Advance | 1,474.22 |
| Total Assets | <u>\$213,136.85</u> |
| LIABILITIES | |
| CURRENT LIABILITIES: | |
| Accounts Payable (Accrued Expenses and Taxes) | \$ 3,601.31 |
| Membership Dues 1945-1946 (Paid in Advance) | 1,178.00 |
| Total Current Liabilities | \$ 4,779.31 |
| FIXED LIABILITIES: | |
| Life Memberships | 1,000.00 |
| RETIREMENT RESERVE | 2,123.10 |
| NET WORTH: | |
| Balance June 30, 1945 | 204,544.44 |
| Total Liabilities and Net Worth | <u>\$213,136.85</u> |

EXHIBIT "B" OPERATING STATEMENT FOR FISCAL YEAR ENDED JUNE 30, 1945

| | |
|---|---------------------|
| Gross Book Sales .. | \$188,253.22 |
| Less: Returns and Allowances | 4,251.45 |
| Net Book Sales | \$184,001.77 |
| COST OF BOOKS SOLD: | |
| Inventory July 1, 1944 | 3,525.39 |
| Books Purchased | 137,013.68 |
| | <u>140,539.07</u> |
| Less: Inventory June 30, 1945 | 3,418.77 |
| | <u>137,120.30</u> |
| Net Income from Book Sales | 46,881.47 |
| MEMBERSHIP DUES | |
| Less: Community Association Re-funds | \$ 4,438.20 |
| District Association Refunds | 11,039.50 |
| | <u>15,477.70</u> |
| Net Income from Membership | 30,040.30 |
| ADVERTISING SOLD | |
| OTHER INCOME: | |
| Interest on Bonds—Cash and Accrued | 2,487.50 |
| Group Insurance Handling Commission | 169.48 |
| Exhibits State Meeting—Net | 1,333.20 |
| Group Insurance Service Fees | 980.00 |
| Group Insurance Contract Commission | 1,984.16 |
| Addressing Service | 358.15 |
| Miscellaneous Income | 90.46 |
| Total Other Income | 7,393.95 |
| Total Gross Income | 97,360.57 |
| Less: Operating Expenses As Per Exhibit "C" | 63,528.07 |
| Net Operating Profit | 33,832.50 |
| ADDITIONS TO RESERVE: | |
| Reserve for Retirement Fund | 1,600.00 |
| Reserve for Depreciation—Buildings .. | 1,182.24 |
| Reserve for Equipment | 553.48 |
| Total Additions to Reserve | 3,335.72 |
| Net Profit for Period | <u>\$ 30,496.78</u> |

EXHIBIT "C" OPERATING EXPENSES FOR THE FISCAL YEAR ENDED JUNE 30, 1945

| | Reading Circle | Associa-tion | School and Com-munity | Total | | Reading Circle | Associa-tion | School and Com-munity | Total |
|-------------------------------------|----------------|--------------|-----------------------|-------------|------------------------------|----------------|--------------|-----------------------|----------|
| Salaries and Wages | \$ 9,949.34 | \$ 8,261.24 | \$ 6,900.00 | \$25,110.58 | Freight and Drayage | 382.25 | | | 382.25 |
| Postage | 4,693.87 | 1,054.21 | 702.58 | 6,450.66 | Janitor Service and Supplies | 600.00 | 529.86 | 300.00 | 1,429.86 |
| Printing and Paper | 1,246.12 | 549.13 | 8,802.34 | 10,597.59 | Fuel | 115.00 | 113.26 | 85.00 | 313.26 |
| Stationery and Office Supplies | 495.90 | 465.90 | 176.42 | 1,138.31 | Light and Water | 100.00 | 100.00 | 65.92 | 265.92 |
| R. C. Board and Executive Committee | 59.23 | 1,241.55 | | 1,300.78 | Telephone and Telegraph | 100.00 | 900.00 | 65.78 | 1,065.78 |
| Insurance | 186.27 | 56.00 | 25.57 | 261.84 | Taxes | 500.00 | 638.24 | 306.00 | 1,438.24 |
| Exchange and Bank Service Charge | 7.85 | 128.14 | | 129.99 | Auditing Exp. | 100.00 | 100.00 | 50.00 | 250.00 |
| | | | | | E. M. Carter Memorial | | 100.00 | | 100.00 |
| | | | | | State Meeting—Program Talent | | 2,297.15 | | 2,297.15 |

**EXHIBIT "C"—Continued
OPERATING EXPENSES FOR THE FISCAL YEAR ENDED JUNE 30, 1945**

| Reading Circle | Associa- tion | School and Com- munity | Total |
|--------------------------------------|------------------|------------------------------|----------|
| State Meeting— Program Expense | 1,152.18 | | 1,152.18 |
| State Meeting— Department Expense | 390.31 | | 390.31 |
| Traveling Exp. | 1,097.45 | 341.00 | 1,438.05 |
| Constitutional Con. Committee | 1,143.34 | | 1,143.34 |
| Defense Com. | 333.89 | | 333.89 |
| Legislative Com. | 2,826.44 | | 2,826.44 |
| Policy and Plans Com. | 539.70 | | 539.70 |
| Resolutions Com. | 27.63 | | 27.63 |
| Com. on Salaries and Tenure | 9.96 | | 9.96 |
| Com. on Source of School Revenue | 65.60 | | 65.60 |

| Reading Circle | Associa- tion | School and Com- munity | Total |
|---------------------------------------|------------------|------------------------------|--------|
| Com. on Rural Educ. and Life Study | 503.00 | | 503.00 |
| Engraving and Artwork | | 290.98 | 290.98 |
| Enrollment Campn. | 350.06 | | 350.06 |
| N.E.A. Headquarters | 115.82 | | 115.82 |
| Other Organizations | 38.00 | 48.00 | 86.00 |
| President's Exp. | 636.03 | | 636.03 |
| Repairs and Replacements | 300.00 | 300.00 | 177.93 |
| Truck Expense | 60.00 | 21.12 | 40.00 |
| Unclassified Exp. | 60.00 | 86.78 | 186.78 |

Total to Exhibit "B" \$18,949.83 \$26,106.12 \$18,412.12 \$63,528.07

**EXHIBIT "D"
CASH DISBUREMENTS FOR THE PERIOD
FROM JULY 1, 1944 TO JUNE 30, 1945**

| Account | Amount |
|---|---------------------|
| Salaries and Wages | \$ 23,295.47 |
| Bad Checks Charged Back | 3,343.84 |
| Postage | 6,521.86 |
| Printing and Paper | 5,378.36 |
| Stationery and Office Supplies | 1,149.33 |
| Reading Circle Board and Executive Committee | 1,300.78 |
| Insurance | 289.27 |
| Exchange and Bank Service Charge | 128.95 |
| Freight and Drayage | 382.25 |
| Janitor's Supplies | 86.42 |
| Fuel | 313.26 |
| Light and Water | 265.92 |
| Telephone and Telegraph | 1,069.50 |
| Taxes | 1,053.10 |
| Auditing | 250.00 |
| E. M. Carter Memorial | 100.00 |
| State Meeting—Program Talent | 2,297.15 |
| State Meeting—Program Expense | 1,106.43 |
| State Meeting—Dept. Expense | 391.31 |
| Traveling Expense | 1,527.71 |
| Constitutional Convention Com. | 2,543.34 |
| Defense Committee | 333.89 |
| Legislative Committee | 2,842.64 |
| Policy and Plans Committee | 539.70 |
| Resolutions Committee | 27.63 |
| Committee on Salaries and Tenure | 9.96 |
| Committee on Sources of School Revenue | 65.60 |
| Rural Education and Life Study | 503.00 |
| Engraving and Art Work | 290.98 |
| Enrollment Campaign | 350.06 |
| N. E. A. Headquarters | 115.82 |
| Other Organizations | 86.00 |
| President's Expense | 636.03 |
| Repairs and Replacements | 177.93 |
| Truck Expense | 121.13 |
| Unclassified Expense | 186.78 |
| Refunds—Community Asso- ciations | 4,438.20 |
| Refunds—District Associations | 11,039.50 |
| Reserve for Withholding Income Taxes | 2,937.29 |
| Reserve for Social Security Taxes | 563.38 |
| Reserve for Unemploy. Ins. Tax | 203.92 |
| Retirement Reserve | 1,921.17 |
| Bonds Purchased | 20,000.00 |
| Deferred Charges | 1,474.22 |
| Books Purchased | 135,213.68 |
| Cash Refunds—Books | 899.93 |
| Sales Tax Paid | 7.03 |
| Transfers of Funds to Association | 16,865.00 |
| Total Cash Disbursements | \$255,294.72 |

**EXHIBIT "E"
CASH RECEIPTS FOR THE PERIOD FROM
JULY 1, 1944 TO JUNE 30, 1945**

| Account | Amount |
|--|--------------|
| Collection on Accounts from Book Sales | \$180,431.87 |
| Collection on Accounts—School and Community | 13,016.55 |
| Membership Dues | 45,432.00 |
| Bad Checks Redeemed | 2,903.64 |
| Interest on Bonds | 1,687.50 |
| Group Insurance Service Fees | 980.00 |
| Group Insurance Handling Com- mission | 100.48 |
| Exhibits | 1,333.20 |
| Insurance Commissions | 1,984.16 |
| Addressing Service | 338.15 |
| Miscellaneous Income | 90.46 |
| Refunds—Various | 1,741.51 |
| Sales Tax Collected | 6.73 |
| Transfer of Funds | 16,865.00 |
| Funds in Transit—June 30, 1944 | 6,088.46 |
| Recovery of Bad Accounts | 40.00 |

Total Cash Receipts \$273,119.71

**RECONCILIATION OF CASH AND CASH
BALANCE AS OF JUNE 30, 1945**

| | Columbia Bank | Boone Co. Bank | Petty Savings Fund | Total Cash and Bank Balance |
|---|---------------------|--------------------|--------------------------|-----------------------------------|
| Balances at Be- ginning of Busi- ness July 1, 1944 | \$ 12,268.10 | \$ 300.97 | \$ 3,250.00 | \$ 15,828.07 |
| Receipts: | | | | |
| Reading Circle | 183,342.24 | | | 183,342.24 |
| School and Community | | 13,578.32 | | 13,578.32 |
| Association | | 59,334.15 | | 59,334.15 |
| Transfer from Reading Circle | | 16,865.00 | | 16,865.00 |
| Balance Plus Receipts | \$195,610.34 | \$90,067.44 | \$ 3,250.00 | \$288,947.78 |
| Disbursements: | | | | |
| Reading Circle | \$156,873.45 | | | \$156,873.45 |
| Association | | \$68,484.83 | | 68,484.83 |
| School and Community | | 13,071.44 | | 13,071.44 |
| Transfer to Association | | 16,865.00 | | 16,865.00 |
| Total Dis- burse- ments | \$173,738.45 | \$81,536.27 | | \$255,294.72 |
| Balance June 30, 1945 | \$ 21,871.89 | \$ 8,531.17 | \$ 3,250.00 | \$ 33,653.06 |
| Balance Plus Disburse- ments | \$195,610.34 | \$90,067.44 | \$ 3,250.00 | \$288,947.78 |

We have audited the accounts and records of the Missouri State Teachers Association, Columbia, Missouri, for the period July 1, 1944 to June 30, 1945 and certify that, in our opinion, the foregoing Exhibits, correctly set forth the financial condition of the Missouri State Teachers Association on June 30, 1945 and results of the operations for the period ended June 30, 1945.

Very truly yours,

ELLIS-FISCHER AND COMPANY
Certified Public Accountants

Saint Louis, Missouri
August 7, 1945

NEA and the Winning of the Peace



The fall of 1945 marked the opening of a school year in a nation thankful for peace; yet a nation beset by much confusion and many doubts. The kind of education which will be provided to the nation in postwar years will be important

in replacing uncertainty with security and in bringing order to a world shaken by years of devastating war.

It is gratifying to see that the extensive planning which was done during the war years for improved educational services is already beginning to take shape.

The National Education Association, which worked to uphold education's standards during the war, has anticipated the coming of peace and has planned the following postwar program.

Improvement of Professional Standards

The best interests of youth demand that all teachers' salaries be sufficient to attract and hold in the profession teachers of sound ability. The NEA postwar program calls for continued action in bringing about increases in teachers' salaries and establishing minimum salary laws in all states.

During the war, the number of "emergency certificates" which were issued to fill the ranks of teachers who left for the armed forces and war plants rose 2000 percent. The NEA program will help to bring back the standards lowered by wartime necessity.

Better Organization of Profession

Another plan for postwar action by the NEA is to encourage the organization of new local associations and help to strengthen existing state and local associations, unifying them with the national into a powerful professional organization.

Here is the NEA Five-Year Program of Unification, Expansion, and Development:

By F. L. SCHLAGLE

President, National Education Association

1. A strong and vigorous local association in every community, working as an integral part of the state and national organizations.

2. Unified adequate dues covering local, state, and national associations collected by the local association.

3. A total membership of 90 percent of the nation's teachers in local, state and national associations by 1949.

4. Integrated committees with the chairmen of the standing committees of state and local associations constituting the Advisory Committees of the National Association.

5. An expanded program of service to the children and teachers of the nation and of the world.

The character of the teacher organization is as important as unified effort. Instruction must be kept unprejudiced, and it is important that professional organizations remain independent and free.

Educational Cooperation Among Nations

When the United Nations made specific provisions for educational cooperation among nations in the San Francisco Charter, the Association's efforts of many years to give education a voice in the peace were realized. The War and Peace Fund which was raised by members of the NEA in 1943 enabled the Educational Policies Commission to demonstrate to the public the necessity for international cooperation in education. This was done through numerous publications, regional conferences, radio broadcasts and magazine articles, which urged the establishment of an international office of education to promote international understanding and to assure that no nation again may use its educational system to promote war.

The NEA Consultants to the United

SCHOOL AND COMMUNITY

States Delegation at San Francisco were able to participate at the Conference in activities leading to the educational and cultural provisions which now appear under the Economic and Social Council and trusteeship system of the United Nations.

As an outgrowth of these provisions in the United Nations Charter, the British Government called a meeting in London during November, 1945, to establish the Educational and Cultural Organization of the United Nations.

The responsibility which international cooperation in education places upon members of the teaching profession is a great one. As a step toward fulfilling this trust, the NEA has just prepared and published *Teaching About the United Nations Charter*.

Plans for international cooperation in education, important as they are, can never be fully realized unless the teachers make unified effort to overcome the racial and religious tensions existing at present within our own country. Education in mutual understanding should begin in kindergarten and continue throughout college.

Federal Aid to Education

Realizing that equalizing educational opportunity for the youth of the nation is imperative, the NEA will continue its efforts to secure Congressional legislation for general federal aid, school lunches, disposal of surplus war goods at low cost to the schools, creation of a national program of health and physical fitness, extension of vocational training, and the reorganization and strengthening of the U. S. Office of Education.

The Legislative Commission of the NEA will devote most of its time to the most important federal aid for education bill now before Congress, S. 181—H.R. 1296, which proposes improved educational facilities for youth in the economically underprivileged states and communities.

The Legislative Commission also stresses the postwar need for greater interest and activity on the part of state and local associations in the field of federal school legislation. In this movement, the Commission closely observes the principle of state and local control of education.

Readjustment to Postwar Needs

The return of youth to high school, the education of veterans, a national program of health and physical fitness, and more active cooperation with industry, labor, agriculture, and other civic groups are problems of immediate concern. The war has created some *new* educational problems and has brought into sharp focus some educational needs of long standing.

The percent of veterans planning to take advantage of educational benefits provided in the "G. I. Bill of Rights" is far too low to recover the nation's loss in education during the war. The number of men returning to school can be greatly increased by expert counseling and guidance brought about by cooperation between local communities and the Veterans Administration. Full and part-time educational service of an adult type must be provided at the elementary and secondary level to enable veterans, including those with families, to obtain the necessary training.

The alarming results of physical examinations for the armed forces during the war are evidence of the great need for a program to improve the nation's physical well-being. The time has come for every state and community to take stock of its health needs and to make facilities available to care for them. The schools are the best agency in the country for meeting health goals. Programs planned by competent professional leaders in physical education are ready to be adopted. School boards and administrators must make them a reality.

The return to school of the three million youth who have been employed during the war on a full or part-time basis is necessary both to enable the young people to complete their education, and to open up jobs for veterans.

This period of transition from war to peace will be as difficult for the schools as it will be for other parts of national activity. The National Education Association has prepared itself to meet the problems ahead. Unified action of the teachers through their national and state organization will be indispensable, if the years which follow are to be marked by profitable use of education in the nation's interest.

Such Is Life—In Europe

THIS IS NOT A STORY of heroic resistance to brutal oppression nor an eye witness account of atrocities, true to be sure, but so disgusting as not to be believed by decent Americans at home. It is the simple, ordinary case of Giovanni Neroni who wanted to sell vegetables, yes, vegetables.

Giovanni is a humble citizen whose life has always been properly regulated by "the competent authorities." His parents had the necessary permits, in triplicate, from the government and the church, when they were married. (At that time the rubber stamp industry was already one of the most flourishing branches of the national economy.) Giovanni was born and baptized, as attested by the competent authorities in several copies. Then his mother fed him—we must admit without the proper license to distribute food—and Giovanni grew up and became a model future citizen. He played only on authorized playgrounds; he sang approved songs with the approved playmates of his group provided and approved by the State.

Eating his daily bread—after removing the tax stamp which was glued to it, Giovanni increased in age (so we learned from the government information agency), in strength, and in such wisdom as the head of the state thought fit. He had been a member of the approved associations of infants, boys, and young men and, while all this was without the blessing of his mother, it was accomplished with the necessary signatures, countersignatures, rubber stamps, and tax stamps. Later, he became a member of the local group of the totalitarian party and, therefore, fully qualified to continue his father's business of selling tomatoes, carrots, and peas.

We have reliable information that Giovanni never bought a three-cent stamp at the post office (which is an authority, not a shop) without raising his hand in the official salute, humbly asking to be permitted to buy a stamp.

Furthermore, when he got his last per-

*This article was written by Mr. Schanzer while serving with the Allied Commission in Bolzano, Italy, August 1945. Mr. Schanzer held the rank of Master Sergeant—Editor.

By GEORGE O. SCHANZER*
University of Missouri

mit to sell vegetables, we learn, he accidentally, of course, left on the table of the local boss a nice bundle of juicy asparagus.

Giovanni, it goes without saying, became a soldier. Since his government went to war, he did so too, issued the authorized ration of enthusiasm, but short one blanket which had been sold on the black market by a superior.

Contrary to expectation, he was not killed. He returned to his home, only partially destroyed, and found the Americans in charge of his town. Then Giovanni discovered that the little pick-up-truck which the family had run before the war and had carefully hidden—from friend and foe—in a cave, was still in working order. As a good citizen Giovanni did not start a garden trucking business right away; he went to the Americans for permission.

The police did not want to let Giovanni into the office of the American governor. The latter, overhearing the controversy at the door, intervened and asked Giovanni, with some difficulty, in his own tongue: "What you want, son?" By force of habit, Giovanni gave the American the fascist salute and said: "Request the honorable military government to approve my sale of vegetables." The American smiled. "So you got vegetables; that's fine; the city needs vegetables. Go and sell them; you don't need a permit!" Giovanni did not understand. He always had to have an o.k. to sell the stuff. He was willing to pay; he wanted to send some nice radishes to the Officers Mess, but without this permit his truck would be stopped.

The soldier listened. "Truck? You got a vehicle? Well, you can sell as much as you like, but for the truck you must have a circulation permit, for business, no joy rides, understood?"

Giovanni was happy; he was on the right path; he had to hunt for a permit. The next morning he got up at six so as to be

first in line for waiting. His wife had given him sandwiches to eat on the way, and he had told her not to worry in case he should have to stay overnight.

He went to the Automobile Association to make an application. He addressed the manager there in the old fascist way. This was a mistake, because that man had meanwhile changed his political affiliation. Yelled at like a recruit, Giovanni filled out paper after paper, paid tax stamps, and after the documents were covered with illegible signatures and stamps, he again approached the Americans.

This time he was told he had to prove that the use of his truck was essential to the well-being of the city. Giovanni did not like to return to his wife without a single stamp from the Americans on his papers. He went home, sad, and told her his story. But his wife had an immediate answer. "The well-being of the community? We shall get a certificate from the Pastor, of course!" She added that she would get it herself (Giovanni had not been to church lately.)

The Pastor, Don Antonio, received her kindly and listened to her story. Then he wrote a note to be added to Giovanni's application.

Meanwhile Giovanni had approached the local patriotic organization which was known to be controlled by the communists. He was not surprised at all to see a former official of a fascist syndicate as a secretary there. Giovanni promised some fruit for the "House of the People" and got another stamp for his application.

The Chamber of Commerce recognized the worthiness of his case, but was it wise to recommend it . . . ? Seeing the stamps of the Pastor and the Political Secretary, the officials hesitated no longer. Another stamp was added.

The City Hall was next. Giovanni had to wait a few hours. Then the town clerk glanced over the papers, saw the other stamps, added his, and mumbled the European equivalent of "o.k."

Meanwhile the day was gone.

The following morning Giovanni went again to the American "governor." He was told by a clerk that he had to see the Police Officer now. There, the interpreter asked Giovanni whether he had seen the Intelli-

gence Sergeant. He had not and so he rushed there before lunch. Giovanni's name was not found on any black list. Thus, a new stamp and the remark "no security objection" were added to the document called "Application for Permission for the Circulation of Motor Vehicle for Trade in Vegetables."

Giovanni returned to the Police Officer. He was told that only the signature of the Supply Department was missing now (he needed some gas too . . .)

In the supply office Giovanni met applicants who had been unable to get the right stamps and, had therefore, been delayed for weeks. At the close of the day he was finally interviewed by an American officer. After looking through the papers, the officer asked him: "How long has your family been in the vegetable business?" Giovanni said "220 years, sir." The officer gave him a stamp and a smile.

Giovanni left his papers in the Police Department. The permit was to be ready the following morning. Giovanni shaved for the solemn occasion. He invoked God's blessing on the Police Officer and all his children in America when he received the permit—with all the necessary stamps.

He rejoiced when he saw the seal of the province stamped on the back of each gasoline ration coupon. He took his wheelbarrow to the filling station to get his first gas for his truck. There, the owner told him that the supply was dangerously low. The coupons, with the seal on them, were good, but would be honored only if the allied authorities added another stamp.

Giovanni went again to the Governor's office. He was already well known there and was received with the words: "How are the wife and the bambini?" He told his story and asked for another stamp. The American sighed: "Another stamp!" He had to get rid of Giovanni; there were dozens waiting; a priest was next. He said to his clerk: "Give him a stamp and tell him to get out."

Then the priest stepped forward and said: "I should like to have a permit to say mass at Santa Maria to-morrow." He did not understand that a permit was not necessary and why he got it immediately. He understood even less why the soldier shouted "God Bless America" when he walked out.

Secretary's PAGE

TEACHER RECRUITMENT

Hundreds of requests coming from every state in the Union have been made for the pamphlets entitled "After High School" and "A Career in Teaching."

Typical is the letter of November 28 from the Guidance Counselor, Dunbar High School, Washington, D. C., that reads in part as follows: "If it is possible, I should like to have about fifty of these pamphlets in order that one may be given to each of our graduating seniors this semester."

Copies of these pamphlets are available for your use.



SICK LEAVE

The Memphis Public Schools, Wilbur H. Finley, Superintendent, and the Shelby Public Schools, Chester C. Calvert, Superintendent, have recently adopted the minimum sick leave plan as recommended by the Policy and Plans Committee of the Association.



NEW F. T. A. CHAPTER

An F. T. A. Chapter with twenty-one members has been organized at Southwest Baptist College, Bolivar. Other institutions training teachers might well do likewise.

Most of the faculty at Southwest Baptist College have been members of the Association for many years.



LEGISLATION

The General Assembly recessed from December 13 to January 7.

Tax Limits

Senate Bills No. 208 and No. 209 passed the Senate without a dissenting vote and are on the House Calendar for final passage. The interest and activity of numerous individuals throughout the State on their behalf is most encouraging.

Senate Bill No. 294, applying only to Kansas City and St. Joseph, as perfected

in the Senate, does not limit the levy that may be voted by a two-thirds majority vote.

State Board of Education

Senate Bill No. 256, as amended by the House, was sent to a Conference Committee which refused to accept the amendments requiring the Commissioner of Education to be a resident of the State at least five years previous to his appointment and limiting his salary to \$7500. The Senate accepted the Conference Committee report but the House refused, sending it back to the Conference Committee.

Building Aid

On page 7 the proposal appears in full. Its passage would meet a pressing need. If you think this legislation worthy of support, it is suggested that you discuss it with your Senator and Representative while they are home during the recess.

Retirement

House Bill No. 642, including the Teachers Colleges in the State-Wide Retirement System, is on the Senate Calendar for final passage.

Certificates

Senate Bill No. 301, as amended, does not affect the issuance of county certificates.

New Bills

Senate Bills No. 308, No. 309, No. 310, and Senate Bills No. 313, to No. 317, inclusive, are educational revision bills corrective in nature.



TRUSTEES MEETING

The first meeting of the Board of Trustees of the State-wide Retirement System was scheduled for December 20.

An enormous task faces the Board and its Secretary between now and next July 1. The time is short in the light of work to be done. They will need and must have the whole-hearted and sympathetic cooperation of teachers and board members.

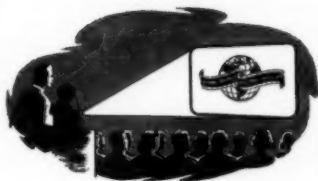
A splendid law has been enacted; it only remains to be properly administered.

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Think of what this means to your school's audio-visual program! The *right* film at the *right* place at the *right* time! More use from your school's 16mm sound projector! More learning, faster learning, better teaching!

With this plan, Encyclopaedia Britannica Films is supplementing its existing classroom film services so that *all* schools, even those with small audio-visual budgets, will be able to use classroom films when and as they are needed. Participation in this program brings with it an equity which helps you build your own teaching film library... through the Rent-to-OWN Plan.

Let us tell you more about this *new* low-cost plan—(to start soon)—for increasing the scope and benefit of *classroom* films in your school. Fill in and mail coupon today!

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(Your Position)

(Name of School)

(Address of School)

JANUARY, 1946

One Teacher's Resolutions

By ADA BOYER, Irondale

I am teaching again after one year on a newspaper and three years in the army.

Close companionship with many women from all ranks of life enabled me to see the results of two decades of education. Rehabilitation work in hospitals among enlisted men and officers gave me intimate knowledge of adult attitudes toward education. Certainly my knowledge of men and women, of the results of education, and of the future of both academic and vocational learning has been immensely enlarged. My appreciation of every kind of living has been made concrete. Now that I am teaching again, here are my resolutions:

1. I will keep alert. A teacher must learn something everyday—something of world events, of community needs, of parental viewpoints, and of recreation for the hours she must set aside and sternly discipline herself to use as leisure.

2. I must be rested. The busy beaver who makes herself a martyr to work is outmoded. Overwork and no leisure are sins, not virtues.

3. I will, to a reasonable extent, lead my own life; but my community has chosen me to be a leader. Leaders need to think carefully. While drinking and smoking, late hours, and dancing in beer joints are "rights" of citizens; I still believe firmly that leaders of children need the appreciation of other recreations.

4. I will not apologize for returning to use that "one talent which is death to hide." I quit when I could no longer teach with happiness, quit when my view was beclouded with minor issues, quit because no one in the school world had taught me the values of my chosen work. I am returning because it is my work and I am needed. That all other types of work have merely increased my appreciation of teaching is beside the point.

5. I will work hard. Every day my lessons must be planned accurately to save time and to chart a clear course. There will be no jeering at students' lack of knowledge or ability. What they lack, I will teach. "Passing the buck" is the curse of the army; it should never be the curse of the schoolroom.

6. I will be a member of this community. The group which has chosen me has a right to part of my free time. They have a right to know me during their leisure hours. My teaching is improved by a practical knowledge of what the taxpayers desire.

7. I will not belittle teaching nor be ashamed to be recognized as a teacher. No other profession is accorded the special honors and privileges that ours receives. In no other line of work may one continue an education during vacation. Hereafter, teaching is my trade and I am proud of it.

8. I will remain in touch with the world. I will never again retire behind books from which safe place one can ignore the practical needs of humanity.

9. I will be happy in my work. The values we taught have been scattered from the Baltic to the Indies, from Singapore to Nome, from Calcutta to Dakar. Children of former students are in my classes now and we have every right to be proud of them. My decade of teachers helped produce this group of citizens. We did a mighty fine job. After this, I promise you to appreciate our art—the great art of living as a citizen with a "general education in a free society." At last home, school, and life have conditioned me to appreciate these great values. I am a Teacher; and that is second only to being a parent.

Recent Opinions by the ATTORNEY GENERAL

Appropriation of \$29,000 for Retirement System Constitutional

The Public School Retirement System of Missouri is a state agency and such appropriation as is undertaken by Section 85, House Bill No. 428, is therefore constitutional, it being within the power of the General Assembly to appropriate state funds for state purposes.

Bonds Issued in 1945

Bonds issued by a common school district in pursuance to an election held in 1945, and prior to the completion of equalization and revision of the 1944 assessment by the State Board of Equalization, representing an indebtedness not in excess of five per cent of the value of the taxable property, including intangible property, in the issuing district, based on the assessment of June 1, 1942, are valid, if they comply with the law in all other respects.

Consolidation

A common school district may be organized into a consolidated district provided it has either fifty square miles of territory or has an enumeration of at least two hundred children of school age. If the limits of a city or town are extended so as to reach into the territory of an adjoining consolidated district, the limits of the city or town school district are automatically extended the same as the city limits. In the event the city limits of a town or city district are thus extended, the city or town district does not become liable for the obligations of the district of whose territory it has absorbed only a part.

Investment, County School Fund

A county court cannot invest the county school fund in United States bonds or other bonds prior to July 1, 1946, unless before said date the General Assembly repeals or modifies Section 10376, Laws of 1943.

Liquidation of County School Fund

Sec. 7, Art. IX of the new Constitution does not require the immediate liquidation of outstanding county school fund loans, and such action will be taken only when such loans become due subsequent to the

effective date of this portion of the new Constitution. All matters relating to the collection and preservation of the present county school fund loans will be governed by the existing statutes relating thereto until July 1, 1946, unless statutes be sooner repealed or amended.

County School Bonds

Bonds taken by county court as evidence of a loan of school funds cannot be negotiated as a promissory note, and the county court has no power to sell such bonds or mortgages.

Notice on Tax Levy

The voters of a common school district at an annual school meeting may vote a tax rate in excess of 40c on the one hundred dollars valuation for school purposes, even though no notice has been given that such proposition was to be voted upon at such meeting.

Revenue for County School Funds

The present disposition of fines, penalties, forfeitures, and net proceeds of estrays should be continued until repeal of Section 10376, R. S. Mo. 1939, as amended by Laws of 1943, or until July 1, 1946, if it is not repealed.

Board Can't Purchase Teacherage

The board of directors of a consolidated district has no authority to purchase real estate for the purpose of providing a residence for the superintendent of schools.

School Taxes

Changes brought about in the new Constitution will have no effect on the present year's income as to school tax rates on assessed property of the school district. Assessments now being made on merchants' and manufacturers' property will be available for the tax to be paid for the fiscal school year of 1945-46.

Transportation

When an elementary pupil residing in a consolidated school district is assigned to a school in another district and such other school is within three and one-half miles of the home of the pupil, it is not mandatory that the sending district provide transportation.

A Charter of Education for Rural Children

THE FIRST WHITE HOUSE CONFERENCE ON RURAL EDUCATION PRESENTS THE FOLLOWING AS THE EDUCATIONAL RIGHTS OF EVERY RURAL CHILD AND PLEDGES ITSELF TO WORK FOR THEIR ACHIEVEMENT—

I *Every rural child has the right to a satisfactory, modern elementary education.*—This education should be such as to guarantee the child an opportunity to develop and maintain a healthy body and a balanced personality, to acquire the skills needed as tools of learning, to get a good start in understanding and appreciating the natural and social world, to participate happily and helpfully in home and community life, to work and play with others, and to enjoy and use music, art, literature, and handicrafts.

II *Every rural child has the right to a satisfactory, modern secondary education.*—This education should assure the youth continued progress in his general, physical, social, civic, and cultural development begun in the elementary school, and provide initial training for farming or other occupations and an open door to college and the professions.

III *Every rural child has the right to an educational program that bridges the gap between home and school, and between school and adult life.*—This program requires, on the one hand, cooperation with parents for the home education of children too young for school and for the joint educational guidance by home and school of all other children; and, on the other hand, the cooperative development of cultural and vocational adult education suited to the needs and desires of the people of the community.

IV *Every rural child has the right through his school to health services, educational and vocational guidance, library facilities, recreational activities, and, where needed, school lunches and pupil transportation facilities at public expense.*—Such special services, because they require the employment of specially qualified personnel, can be supplied most easily through enlarged units of school administration and the cooperation of several small schools.

V *Every rural child has the right to teachers, supervisors, and administrators who know rural life and who are educated to deal effectively with the problems peculiar to rural schools.*—Persons so educated should hold State certificates that set forth their special qualifications, should be paid adequate salaries, and should be protected by law and fair practices in security of their positions as a reward for good and faithful services. The accomplishment of these objectives is the responsibility of local leadership, State Department of Education, the teacher-education institutions, and national leaders in rural education.

VI *Every rural child has the right to educational service and guidance during the entire year and full-time attendance in a school that is open for not less than 9 months in each year for at least 12 years.*—The educational development of children during vacation time is also a responsibility of the community school. In many communities the period of schooling has already become 14 years and should become such in all communities as rapidly as possible.

VII *Every rural child has the right to attend school in a satisfactory, modern building.*—The building should be attractive, clean, sanitary, safe, conducive to good health, equipped with materials and apparatus essential to the best teaching, planned as a community center, and surrounded by ample space for playgrounds, gardens, landscaping, and beautification.

VIII *Every rural child has the right through the school to participate in community life and culture.*—For effective service the school plant must be planned and recognized as a center of community activity; the closest possible interrelationships should be maintained between the school and other community agencies; and children and youth should be recognized as active participants in community affairs.

IX *Every rural child has the right to a local school system sufficiently strong to provide all the services required for a modern education.*—Obtaining such a school system depends upon organizing amply large units of school administration. Such units do not necessarily result in large schools. Large schools can usually provide broad educational opportunities more economically, but with special efforts small schools can well serve rural children and communities.

X *Every rural child has the right to have the tax resources of his community, State, and Nation used to guarantee him an American standard of educational opportunity.*—This right must include equality of opportunity for minority and low economy groups. Since many rural youth become urban producers and consumers, it is necessary for the development of the democratic way of life that the wealth and productivity of the entire Nation should aid in the support of the right of every child to a good education.

THESE ARE THE RIGHTS OF THE RURAL CHILD BECAUSE THEY ARE THE RIGHTS OF EVERY CHILD REGARDLESS OF RACE, OR COLOR, OR SITUATION, WHEREVER HE MAY LIVE UNDER THE UNITED STATES FLAG.



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Nation Plans to Continue School Savings

MUCH HAS BEEN SAID concerning the tremendous cost to our nation in winning complete Victory. During the five war years "the Federal Government spent \$323 billion, of which \$290 billion was for national defense and for war-tax receipts brought into the Federal Government \$133 billion, leaving a deficit of \$190 billion." Individuals lent to the Government \$49 billion of this amount. More than \$2 billion of this was secured by schools. No figure is available for the amount of Government securities owned by the students of America, but if half of the \$2 billion is either owned or co-owned by school children it is safe to assume that much of this amount will be used for college education.

More has been achieved, however, than dollar and cent values. Teaching of thrift, wise saving and wise spending, has been a valuable educational objective accomplishing more from an educational standpoint than even the staggering monetary contribution to the war effort. It has been estimated by Daniel Melcher, Director of the National Schools Savings Program that 30 million American school children have made it their patriotic business to save each week with War Stamps and Bonds during the past four years. More than 200,000 schools have made School Savings a weekly institution. Only 8,000 of these had active school savings programs before the war. Many educators have accepted as one of their educational aims, the responsibility of teaching students money management.

One of the undesirable responsibilities of the school savings program has been removed by the American Bankers Association, which has set up a plan of assistance. This plan calls for active assistance to schools by local banks who will provide a bonded carrier to deliver Government Bonds and Stamps. The carrier will also be charged with the responsibility of collecting for the Government securities delivered. The Treasury Department will continue to provide pamphlets and posters to assist in school savings. Several State

By WAYNE GARRISON
Director of Schools Division
Missouri War Finance Committee

Departments of Education have set up committees to have school savings included in their course of study. Others have appointed a member of the Department to actively promote this educational program.

The final and underlying objective of all education is to prepare school boys and girls for happy useful lives in our democracy. It is, therefore, apparent that the future security and happiness of the citizens of our Commonwealth depends in part, at least, upon their being equipped with the knowledge of thrift, money management and the financial security of our Government. These lessons learned during a state of war has caused leading national educators to recommend the peace-time continuance of the school savings program. Your Government earnestly requests that you continue the school savings plan and that, if possible, you make it a very definite educational activity in your school.



Let's not talk about my report card. Teacher says conversation at meals should be pleasant.

Resolutions Adopted by Delegate Assembly

ST. LOUIS, NOVEMBER 7, 1945

I. Gratitude

We offer our sincere thanks to Almighty God for the cessation of hostilities between the Allied Nations and the Axis Powers, and in order that victory may be made to mean abiding peace for all peoples of the earth we petition His divine guidance and blessing upon all international collaboration during the reconstruction period of a war-torn world. We deeply appreciate the inestimable sacrifices and heroic achievements of all men and women whose services in the armed forces contributed to the great Allied victory.

II. Democracy

We again pledge our unceasing efforts to promote democratic ideals and love of liberty in our great Nation.

III. Peace

We pledge our support to the United Nations Charter. We also pledge our continued efforts toward the development of plans for the part education will play in peacetime America and the part it should play in international readjustments and reconstruction.

IV. International Office of Education

Believing an international education agency would encourage better cooperation among all the nations of the world, the Missouri State Teachers Association favors the establishment of an International Office of Education.

V. Federal Aid

The Missouri State Teachers Association records its belief in the necessity for a program of federal aid sufficient in amount to guarantee an adequate program of education, and emphasizes its belief that federal participation should be channeled through the regularly constituted educational agencies in the several states.

VI. State Constitution

We acknowledge the constructive work of the recent Constitutional Convention and particularly the progressive educational provisions contained in the new Constitution. We support the legislature in implementing in full these provisions.

We wish to express confidence that the Governor in appointing the members of the new State Board of Education will name persons that will serve the best educational interests of the state without regard to political or selfish influences and further we oppose as

detrimental to the best interests of education in the state the imposition of restrictions on the selection of Commissioner of Education other than those set forth by the Constitution.

VII. Legislation

The Missouri State Teachers Association commends the work of its Committee on Legislation.

VIII. Sixty-third General Assembly

We recognize the progressive school legislation enacted by the Sixty-third General Assembly.

The State-wide Retirement Law is the most important piece of legislation in the area of teacher welfare in the history of our State.

IX. Federal Income Tax

Since the present federal income tax law exempts from federal taxation the members of certain retirement systems of our country, the Missouri State Teachers Association recommends that the federal income tax law be amended to exempt the retirement allowances of all persons who are or may be retired under local and state retirement systems.

X. Salaries

In order to secure the best people to the profession the Association pledges itself to work for increased salaries for teachers with an adequate minimum salary law.

XI. Teacher Training

Realizing the continued critical teacher situation in this State and the key position of the public teacher-training institutions in meeting it, the Association again urges the Teachers Colleges, Lincoln University, and the University of Missouri to make ample provision for an expanded program of teacher preparation.

XII. Teacher Recruitment

The Association urges an immediate united effort by both administrators and teachers in the recruitment of worthy candidates for teacher training from all of our secondary schools in the State.

XIII. Veterans Education

We again pledge our whole-hearted support in the providing of an educational program that meets the needs of the returning veterans.

XIV. Health Education

We continue to recommend that immediate steps be taken under the direction of the

State Department of Education to improve health education programs in public schools, with increased emphasis being placed upon health habits, nutrition and prevention of disease.

XV. Adult Education

The Missouri State Teachers Association supports State and local authorities in strengthening and broadening the program of Adult Education.

XVI. National Education Association

We urge all teachers to become members of our national professional organization.

XVII. State Department of Education

The Missouri State Teachers Association pledges its continued cooperation with the State Superintendent of Public Schools, and the members of his staff.

XVIII. Appreciation

The Missouri State Teachers Association expresses its appreciation to St. Louis for all the courtesies extended for the comfort and convenience of the membership attending the Convention. Special thanks are given to the administration, faculty and pupils of the St. Louis Public Schools, to the St. Louis District Teachers Association, to the St. Louis Board of Education, and to the local committees in St. Louis for their careful attention to details looking to the smooth running of the Convention, to the press and to the radio, and to all persons who in any way contributed to the success of this Convention. The Missouri State Teachers Association expresses appreciation to officers and committees and to the Executive Secretary and his staff for leadership throughout the year on behalf of public education in Missouri.

Items of **INTEREST**

■ **Gentry Brown** of Houston is employed as music teacher in the Forsyth schools. Mr. Brown was recently discharged from the Army.

G. W. Heying has been appointed dean of boys at the Hermann high school. **Clara Sunder** has been named dean of girls at Hermann.

Jesse H. Stinson, principal of the Excelsior Springs high school for the past two years is now principal of the William Chrisman high school at Independence.

Mrs. Nadine Cushner, teacher in the Amoret grades, resigned when her husband returned from the service. Miss Berkenbile is taking her place.

■ **Jack A. Hopke** has returned to his duties as coach and physical education instructor in the Caruthersville high school after sixteen months of overseas duties in the ETO. He served as captain in the Army.

■ **Troy Hirni**, who served three years in the Army, most of this time in the European Theater, has recently received his discharge and is now principal of the Woeland school.

■ **George L. Roberts**, recently discharged from the Navy after serving four years as a lieutenant, has accepted a position as instructor of vocational agriculture in the Wardell high school. Before entering the Navy Mr. Roberts made his home at Charleston.

Gladys O'Brien of Luray has been appointed teacher of the intermediate grades in the Alexandria consolidated district. Miss O'Brien attended the Kirksville State Teachers College this past term.

■ **Lyman Dillard**, after serving four years in the U. S. Navy, has resumed his work as social studies teacher in the Wardell Central elementary school.

Robert J. Hall has been employed as social studies teacher and director of physical education in the Bismarck high school.

Mildred Mott has been elected as teacher of the fifth grade in the Cabool elementary school. She succeeds Mrs. Irene Hunter who resigned to go to her husband in Iowa, who has just been discharged from the armed services.

■ **Marion Schott** is back on the job as county superintendent of schools in Adair county. Schott served as a major in the chemical warfare division of the Army for over three years.

■ **Sgt. Orel D. Smith** who taught twelve years in the rural schools of Grundy county has recently been discharged from the Army after three and one-half years of service.

He has entered the Northwest Missouri State Teachers College to finish the work on his Bachelor's degree.

■ **Kenneth Kirk**, former sergeant in the Army, has recently taken over duties as principal and coach in the Ellington high school, where he had formerly taught before going into the service.

■ **Lloyd M. Barrow**, formerly social science and physical education instructor at Owensville, has been discharged from the armed service and is now attending Columbia University in New York.

■ **Donald M. Cox**, Lieutenant (j.g.), USNR, has been retired from active duty and has returned to his former position as social science teacher in the Chillicothe high school. He will also be director of student council activities.

■ **Mrs. Esther MacDonald Brown**, teacher of art in the Maplewood-Richmond Heights senior high school for several years, has resigned to accept a position as teacher of art in the Webster College, Webster Groves, Missouri.

■ **Lieut. Howard V. Davis**, who has been serving for the past twenty-seven months in the armed forces, has returned to a teaching position in the Maplewood-Richmond Heights system.

■ **F. B. Arnold**, formerly social studies teacher in the Hickman high school in Columbia, was recently discharged from the Army and is now

superintendent of schools at New London. He succeeded Mr. Thomas Motley.

■ **Kenneth Tebow**, a veteran of World War II, whose home is at Maryville, has been employed to teach music in the Skidmore consolidated school. Skidmore had been without a music teacher until Mr. Tebow's employment.

■ **Rachel Thompson**, recently discharged from the WACS, has been elected to teach social studies in the Savannah high school. Miss Thompson attended the Warrensburg State Teachers College.

■ **John Tabor** has been employed as coach and physical education instructor in the Savannah high school. Mr. Tabor recently received his discharge from the Navy. He is a graduate of the Maryville State Teachers College.

■ **Raymond Kessler**, recently discharged from the military service, assumed his duties recently as teacher of the seventh grade in the Hermann elementary school. Mr. Kessler taught in the rural schools of Gasconade county before entering the service four years ago.

■ **Paul Hultz** of Carrollton has accepted the teaching position for the upper grades of the Hartsburg school. He succeeds Mrs. Emil Klemme who had accepted the position until the board of education could find a person for the job.

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Nolan Bruce, who recently received his discharge from service with the armed forces after serving for some time overseas, has returned to his old position as principal of the Sutton grade school in Maplewood.

John E. Launius of Essex has been employed as coach and physical education director in the Morehouse high school. Mr. Launius is a graduate of the University of Missouri and has recently returned from overseas service. He was a second lieutenant in the Air Corps and was interned in Switzerland.

Joy O. Talley, supervisor of vocational rehabilitation in the State Department of Education, is recovering from a gunshot wound at St. Luke's Hospital in Kansas City.

Mr. Talley was wounded in the left leg when a gun was accidentally discharged while hunting on November 1.

Norman Clough assumed his duties as instructor of vocational agriculture in the Brunswick high school recently. He succeeds Harold Boucher who resigned. Mr. Clough was recently discharged from the Coast Guard, having been with that branch of the service for over three years. At the time of going into the service he was vocational agriculture instructor at Lee's Summit.

L. E. Ziegler, superintendent of schools, Columbia, and president of the Missouri State Teachers Association, will be a member of a forum at an evening meeting of the Missouri Bankers Association in Columbia, January 15.

Jay Messick, discharged from the Army after two and one-half years of service, has been employed to teach in the elementary school at Eldorado Springs.

James B. Albach Jr. of New Madrid has been employed as head of the department of physical education and coach in the Macon high school.

He is a graduate of the Cape Girardeau State Teachers College. For the past four and one-half years Mr. Albach has been in the Army and at the time of discharge was a first lieutenant.

Major Lynn M. Twitty, who recently returned from a three and one-half year tour of duty with the U. S. Marine Corps, resumed his position as head of the Lilbourn Consolidated Schools December 3.

Twitty was given a military leave of absence to enter the Marine Corps as a lieutenant in 1942. After serving for two years in the Southwest Pacific he returned to the States to act as Operations Officer for the Marine Air Infantry School at Quantico, Va., remaining there until



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IT'S A GREAT RAILROAD

his release to inactive duty in October of this year.

Major Twitty participated in two major amphibious operations in the Pacific and in several smaller engagements.

Owen J. Taul, former principal of the Lillbourn School System, was the acting superintendent during the absence of Major Twitty. He will remain as a member of the school administrative staff.

Gladys Buehlman, formerly commercial instructor in the senior high school at Joplin, is now employed in the business education department at Verona, New Jersey.

During the past summer she was on the staff of instructors of stenography in the Pre-Assignment Development Unit, Civilian Personnel Division of the Adjutant General's Office of the War Department in Washington, D. C.

CLARK COUNTY FINE ARTS WORKSHOP

The Fine Arts Workshop for Clark county will be held in Wyaconda some time after January 1.

Mr. L. E. Hummel, director of fine arts in the State Department of Education, will assist with the program according to county superintendent of schools, A. W. Brightwell.

PEMISCOT COUNTY SCHOOLS BACK IN SESSION

The schools of Pemiscot county were back in session on December 3 after dismissing for several weeks in order that students might help with the picking of cotton.

100% MEMBERSHIP FOR TENTH YEAR

Clark county was recently awarded its tenth consecutive certificate of honor showing 100% membership in the Missouri State Teachers Association. This is a fine record and represents true professional spirit.

NEW TEACHERS AT MARTHASVILLE

New teachers in the Marthasville school system this year are: Mrs. Ethel Rhmann, commerce and English; Helen Rusche, music and social studies; Mrs. Ethel Hulsey, upper grades; and Oneita Williams, lower grades. Mr. Wilbert A. Hackmann has been superintendent at Marthasville for the past four years.

FINE ARTS WORKSHOP TO BE HELD AT CARUTHERSVILLE

The teachers of Pemiscot county will have an opportunity to attend a Fine Arts Workshop in Caruthersville according to Harold S. Jones, county superintendent of schools.

The meeting will be held at the high school building on January 24.

Three Reasons Why

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BY FERRIS—KEENER—GIDDINGS

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Let us send you a wall chart showing the content, method, and organization of **LEARNING ESSENTIAL ENGLISH**

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COUNTY SUPERINTENDENTS

MEET AT SHELBYNA

The county superintendents of the Northeast District met at the Shelbyna high school, December 6, with seventeen county superintendents and six visitors present.

COURT AUTHORIZES PURCHASE OF PROJECTOR

The Clark County Court has authorized the county superintendent of schools to purchase a motion picture projector for use in the rural schools.

DADE COUNTY OVER THE TOP IN WAR CHEST DRIVE

Dade county, with a quota of \$5061.65, has raised \$5544.60 for the war chest. This county was one of the first four in the state to reach its quota. Lewis B. Montgomery, county super-

intendent of schools, was chairman of the committee to handle the drive which was carried on through the schools.

TANEY COUNTY TEACHERS TO MEET AT BRANSON

Teachers of Taney county will meet at Branson, January 11, for a Reading Workshop.

This is a county meeting which is being held in cooperation with the District Association.

Remedial reading will be the topic of discussion.

Dr. A. Sterl Artley of Stephens College, Columbia, will be the principal speaker.

J. F. Coday is superintendent of the host school and Ernest Redfern is superintendent of the Taney county schools.

SUGGESTIONS FOR SOCIAL HYGIENE COURSE

Schools planning to develop a course in health and human relations or social hygiene or schools needing assistance in any of these areas may receive help by writing to the Kansas City Social Hygiene Society, 414 Dierks Building, Kansas City 6, Missouri.

BUS ROUTE COVERS ONE HUNDRED MILES

One bus route of the Forsyth school district covers 100 miles according to superintendent of schools, Ralph D. McPherson. Some of the students who ride the bus over this route must leave their homes before daylight in the morning and reach home after dark. Several of these students walk two or three miles in order to reach the bus route.

FINE ARTS WORKSHOP

A Fine Arts Workshop for the teachers of Scotland county has been scheduled for January 9, by Mrs. Glenn Walker, acting county superintendent of schools.

A social studies workshop was held in Scotland county December 7. Mrs. Pauline Knobbs of the Kirksville State Teachers College conducted the program.

SOCIAL SCIENCE WORKSHOP FOR SCHUYLER COUNTY

A Social Science Workshop was held in Schuyler county December 14, under the direction of Miss Pauline Knobbs of the Kirksville State Teachers College.

This is one of the In-Service Training programs arranged by county superintendent, Inez Scotten, for rural teachers. Grade teachers of the town schools of the county were also in attendance.

Among problems considered at the workshop was that of developing a unit of work on Missouri. Each teacher brought her State Course of Study and all of the material on the state of Missouri in order to contribute her part to the development of this unit.

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Outfits of cards, pockets, date due slips are specially made up to accompany this book.

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St. Louis 12, Missouri.

PLAN DEMONSTRATION MEETINGS FOR DUNKLIN COUNTY

Plans are being made to hold three demonstration meetings for Dunklin county according to superintendent of schools, G. H. Ridings.

An extension class was organized for the teachers of this county on November 26, by Dean D. F. Showalter of Arkansas State College. Twenty-two teachers were enrolled. Two other extension classes are in the process of organization.

DEAN TOWNSEND SPEAKS TO ADMINISTRATORS OF MINERAL AREA AND SOUTHWEST MISSOURI

Dean L. G. Townsend, school of education, University of Missouri, addressed the administrators of Southwest Missouri at their meeting on December 8, at the Springfield senior high school. He spoke to the School-Masters of the Mineral Area at Ste. Genevieve on December 17. The Mineral Area Schoolmasters Club includes the counties of Jefferson, Iron, Madison, Washington, St. Francois, Ste. Genevieve, and Perry.

BONDS FOR TWO HOSPITAL UNITS PURCHASED BY SKIDMORE STUDENTS

The student body of Skidmore school, under the direction of the student council, started a campaign to sell \$3,000 in Victory Bonds and stamps to furnish a hospital unit. January 1, was set as the end of the drive. The project has met with unexpected support and \$6,888 had been subscribed before the end of November, according to Wilber F. Williams, superintendent of schools.

CHARITON COUNTY IN-SERVICE TRAINING PROGRAM

The third In-Service Training Meeting for Chariton county was held recently at the Keytesville school auditorium. The morning session consisted of a Fine Arts Program under the direction of Mrs. Zoe Wiley, fine arts supervisor.

During the afternoon, Mrs. Irene Kressig, rural teacher, gave a first grade reading demonstration. Dr. Lois Knowles, University of Missouri, demonstrated a second grade arithmetic lesson. Problem solving in the seventh grade was demonstrated by Miss Frances Manlove, county superintendent. Mr. C. E. Amen, state supervisor, led the general discussion.

BUTLER COUNTY FINE ARTS WORKSHOP JANUARY 22

A Fine Arts Workshop for Butler county schools will be held in the public library in Poplar Bluff on Tuesday, January 22, 1946, according to Otto Aldrich, county superintendent of schools.

Mrs. Helen Albright, Butler county fine arts supervisor, and Mr. L. E. Hummel, state director of fine arts, will be in charge of the meeting. About 75 rural and elementary teachers are expected to attend.

NEW HORIZONS IN TEACHING
Suggestions we hope you will
find interesting and helpful



Alexander The Great



Trojan Horse

An idea that
might help you
with reading problem

Based on belief alert youngsters can become interested in any subject they know something about, *Reading Round* any popular subject—for example Horses—might be fascinating. Especially when radio-style quiz program is grand finale for whole class. Possible bases for questions might be:

1. Name and describe the favorite mounts of Robert E. Lee, Richard I, Buffalo Bill, Alexander the Great.
2. In what fictional works do the following appear: Rozinante, Mancha and Gato, Smoky, Magic Horse?
3. What characteristics distinguish the following: Pegasus, Trojan Horse, Sleipner, Man-O-War?

These questions should direct a fairly broad search through the pages of literature, biography, mythology and contemporary stories.

This Suggestion is made by Assistant Librarian Bethany C. Swearingen, Public Library, Jackson, Mississippi.

We hope the above is helpful to you just as chewing Gum helps millions of people daily. A benefit that might especially appeal to you as a teacher, is that chewing seems to aid concentration and to keep the mind awake... a welcome aid after a hard day at school, when you are home and want to read or mark papers, etc.

AA-100

Wrigley's Spearmint—is not available. We only wish there were a bigger supply of all Chewing Gum to help out so that more people could get



the benefits from the chewing. For, keep in mind, it is the chewing that does you the good not the brand.

HARRISON COUNTY ADMINISTRATORS MET AT BETHANY

The Harrison County Administrators Association met December 3 at Bethany. Eight high schools were represented at the dinner meeting. Each superintendent brought as his guest his wife and two high school teachers. Speakers for the program were Everett Brown, state school supervisor for Northwest Missouri, and W. W. Cook, head of the commerce department of the Northwest Missouri State Teachers College.

SECONDARY SCHOOL PRINCIPALS ELECT OFFICERS

The Secondary School Principals Association recently elected officers as follows: president, R. Lee Martin, principal, Maplewood-Richmond Heights high school; vice-president, A. H. Bueker, principal, Marshall high school; and secretary, H. Pat Wardlaw, dean, Junior College, Jefferson City.

TERRAIN MODEL BUILDING

A new activity for high school students is the creating of landscape in three dimensions and in color. The war brought about this development which was successfully tried in the District of Columbia high school. Of particular value is the use of terrain building in the understanding of flood control, town and road planning and soil conservation. The booklet "How to Build Terrain Models" is available from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C. Price 10 cents.

GRAPHIC GUIDE SHOWS LINK BETWEEN CIVILIAN JOBS AND SKILLS ACQUIRED IN NAVY

A graphic guide designed to point up the benefit of discharged Navy and Coast Guard veterans the relationship between civilian employment and skills they acquired through the ratings they held in the service has been published by the B'nai B'rith Vocational Service Bureau, national occupational research agency, in the form of a two-color wall chart, 38 by 42 inches, entitled "What You Do With Your Navy Training as a Civilian." The chart is free. Address 1003 K Street, N. W., Washington 1, D. C.

TIME TO RENEW

A recent issue of the Missouri Social Studies Bulletin appeals to classroom teachers and social studies teachers to renew their membership in the Missouri Council and the National Council. Last year there were 242 members of the Missouri Council and 86 Missouri teachers belonged to the National Council.

Membership in the National Council is \$3.00 and for the Missouri Council it is 50c. Joint membership, when sent through the state council, is \$3.25. Checks should be made payable to the Missouri Council for Social Studies and sent to Dr. W. Francis English, University of Missouri, Columbia, Missouri.

"SAFER HIGHWAY TRAVEL"

This publication resulted from an experimental program conducted by the Commission on teaching traffic safety through the social studies. These reports of individual classroom activities demonstrate how traffic safety may become an integral part of a study in motor vehicle and highway transportation. Creative activities carried on by teachers and pupils are presented in the illustrations. This material should be of interest to teachers in Grades 4 to 8, since this was the grade scope of the experimentation. —Write National Commission on Safety Education of the NEA, 1201 Sixteenth St., N. W., Washington, D. C.

HIGH SCHOOL ORATORICAL CONTEST

The American Legion, Department of Missouri, is again sponsoring an oratorical contest among high school students of the state. For purposes of selecting winners the state has been divided into four zones. The winners in the various contests must be selected by the following dates: in the high school by January 24, in the county by January 31, in the district by February 14, and the zone contests will be held February 28.

Approximately four weeks of time will lapse between the time of the zone contest and the state finals. For further information with regard to organization, eligibility, subjects to be used, schedule of contests, prizes and awards write: Roy Scantlin, State Superintendent of Schools, Chairman American Legion Oratorical Commission, Jefferson City, Missouri.

READING FAVORITE SPARE

TIME DIVERSION

More people consider reading their favorite recreation than choose any other single diversion. The majority of the public also prefer newspapers and magazines to books, according to a survey made by the National Opinion Research Center, University of Denver, for the American Library Association and 17 cooperating city libraries in the United States.

Reading is named as a favorite spare time diversion of 41% of adults. Second in popularity are arts, crafts, or fine arts which are mentioned by 16%. Sports are the favorite way of spending spare time for 11% of the people.

LIBRARY SERVICE IN

PUBLIC SCHOOLS

The U. S. Office of Education, Federal Security Agency, has just released a study of public-school libraries for 1941-42. This is the most recent compilation of library statistics since the last previous study in 1934-35.

Over 52,000,000 volumes were reported by schools housing more than half of all public-school pupils. Libraries in these schools employed over 5200 full-time and over 7,500 part-time librarians. The number of books available per pupil varies with the type of library service. There were 4.51 volumes per pupil in

schools with centralized libraries; 3.05 volumes per pupil where there were "classroom collections" only; and 3.01 volumes per pupil where there were "loan collections" only.

Copies of "Statistics of Public-School Libraries, 1941-42" may be obtained by purchase at 15 cents each from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

REPORT ON CONFERENCE OF THE TEACHING OF SPANISH AND PORTUGUESE PUBLISHED

A twenty-four page pamphlet entitled "The Teaching of Spanish and Portuguese" has been published by the National Education Association describing conferences recently held to interest persons in Latin American languages. This booklet, compiled and edited by Stephens L. Pitcher, principal, Clayton-Peabody school, St. Louis City, is intended to bring to teachers, school administrators and other interested persons the means of improving the teaching of the principal Latin American languages at all levels of instruction in the schools of the United States.

For further information write Mr. Pitcher, 7144 Washington Blvd., St. Louis 5, Missouri, or the National Education Association, 1201 Sixteenth Street, N. W., Washington 6, D. C.

RENT-TO-OWN FILM PLAN ANNOUNCED

For the first time, Encyclopaedia Britannica Films, Inc., is making its entire collection of classroom films (sound), available to all schools in Missouri regardless of the size of the school or the budget.

This new program has all the advantages of film rental and many of the advantages of film ownership. It is called Rent-to-OWN.

Approximately 9,500 prints (copies) of classroom films have been placed in the new film library in Chicago.

Encyclopaedia Britannica Films' new plan makes it possible for each school to use each classroom film for a full school week as many times and in as many school buildings as it wishes during that period.

When classroom films are used on the plan, the school builds an equity which can be used to purchase the basic or "most used" classroom films for its own teaching film library.

NEW FACULTY MEMBERS AT DIXON

R. B. Johnston, after serving for seven years in Iberia, is superintendent of Dixon consolidated schools this year. Four other new teachers have been added to the high school staff: Irene Trogon, commercial teacher and girls' volley ball coach, taught at Crocker for five years; Mrs. Gladys Stonner, home economics, previously taught at Eugene; Earl M. Bauer-richter, social science, agriculture, and shop, came to Dixon after serving 38 months in the U. S. Army, including 11 month's service in

Europe; Lawrence J. Becht, of New York, is teaching social studies and physical education and is coaching boys' basketball. Mr. Becht was recently discharged from the U. S. Army after 42 months' service.

CLIFTON R. BELL APPOINTED COUNTY SUPERINTENDENT ST. FRANCOIS COUNTY

Clifton R. Bell of Flat River was appointed county superintendent of schools of St. Francois county by Governor Phil M. Donnelly, November 13.

Bell was recently released from active service as a lieutenant commander in the Navy. He comes to his new position with thirteen years of experience in schools of Missouri.

In 1929 he accepted the principalship of Marquand high school and stayed there until 1934. At that time he received his Bachelor of Science degree at the Southeast Missouri State Teachers College at Cape Girardeau.

After serving as superintendent of the Centerville schools for seven years, he joined the Civil Service Commission as representative in St. Louis. After five months he enlisted in the Navy as a lieutenant (j.g.) in October, 1942.

He holds the Master of Arts degree from the University of Missouri and has done work toward the doctorate at the University of Colorado.

you... for the Asking

A List of Free and Inexpensive Classroom Helps Available from School and Community's Advertisers.

94. 6 Steps to Safety is a concise little pamphlet for the safer transportation of school children. Excellent to put into the hands of anyone who drives buses or supervises the children who ride school buses. (Superior Coach Corp.)

96. "The Waterwheel Generator Chart" is an eight-color wall chart showing the cutaway view of the waterwheel generator. Major operating parts indicated. Recommended for vocational training and physics classes. Size 25 inches by 36 inches. Price \$2.00 (Westinghouse.)

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SCHOOL PAPER SERVES COMMUNITY

The Lowry high school publishes a weekly paper, "The Lowry Citizen," which serves as a community paper as well as a school paper. Its advertising pages are well patronized by local business people. The high school class in journalism is responsible for the publication.

PUBLISH STUDY ON RURAL EDUCATION AND RURAL LIFE

The State Department of Education has published the results of a study on Rural Education and Rural Life in Missouri. The 219 page booklet discusses the general condition with respect to public education with special consideration given to rural education and the small rural school. It explores the practices and possibilities of school service areas. Also included is an analysis of rural life as related to rural education.

The publication may well serve as a basis for discussion in Community Teacher Association meetings.

NEW SUPERINTENDENT OF WARREN COUNTY

Miss Edna R. Polster, a teacher in the University City senior high school for the past ten years, is the new county superintendent of the Warren county schools.

She has an A.B. Degree from Central Wesleyan College and her M.A. Degree in English from the University of Missouri and has done additional work in the Universities of Teachers College, Columbia, Chicago, Michigan, Wisconsin, Colorado, California and Washington University. During one summer she traveled in Europe.

Her teaching experience includes work in the high schools of Illinois, Iowa and Missouri, seven years in Central Wesleyan College and one year as extension teacher for the University of Missouri.

AN AID TO GUIDANCE

"Approved Technical Institutes"—a handbook of information for vocational guidance officers, is a valuable thirty-six page pamphlet for guidance teachers, vocational guidance officers, veteran advisory agencies, etc. It will be sent

free to any high school principal, or guidance instructor upon request to the National Council of Technical Schools, 839-17th Street, N. W., Washington 6, D. C.

U. S. OFFICE OF EDUCATION PUBLICATIONS

Two new publications announced by the U. S. Office of Education are "Education in Training Schools for Delinquent Youth," Bulletin No. 5, 1945, which has been written for educators and others who are interested in improving educational programs in training schools, and the second bulletin is "The Place of Visiting Teacher Services in the School Program," Bulletin No. 6, 1945—a 46 page presentation of a phase of pupil personnel work which has grown by leaps and bounds the past few years.

Copies of these bulletins may be purchased from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

MISSOURI SUPERINTENDENTS NOMINATED FOR PRESIDENT OF A. A. S. A.

Two Missouri superintendents of schools and two former Missouri superintendents of schools are among the five nominees selected for the final ballot of presidential nominations for the American Association of School Administrators.

Mr. John L. Bracken, superintendent of Clayton public schools, and Dr. Herold C. Hunt, superintendent of the Kansas City schools, are the two superintendents whose names are on the final ballot. The two former superintendents of schools, whose names also appear on the ballot, are Mr. Willard E. Goslin, superintendent of schools at Minneapolis, Minnesota, and Dr. Henry H. Hill, president of George Peabody College for Teachers, Nashville, Tennessee. Mr. Goslin was formerly superintendent of schools at Webster Groves and Dr. Hill served as assistant superintendent of instruction in the St. Louis City public schools.

Ballots were mailed to the American Association of School Administrators December 1.

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TIME ON YOUR HANDS

Unit No. 3 of the Consumer Education Study

In this attractive 122-page text unit for high school students, **Time on Your Hands**, we find, perhaps for the first time, a real integration of the adult philosopher's criteria for choosing and using recreation with the youth's joyous anticipation of fun and vigorous activity. At no point in this third unit of the Consumer Education Series are the chatty, invigorating style or the catchy illustrations out of key with the way a fun-loving youngster looks at recreation. Yet nowhere does the unit fall into the trap of becoming mere chit-chat or superficiality.

Consumer Education Study, National Association of Secondary School Principals, 1201 Sixteenth St., N. W., Washington 6, D. C. Twenty-five cents per copy (with discounts up to 1/2 in quantity).

ADVISORY COMMITTEE NAMED TO ASSIST IN REVISION OF COURSES OF STUDY

The State Department of Education has named an advisory committee composed of teachers, supervisors and administrators to assist in the planning, evaluation and adaption of materials for revision of the Courses of Study for Elementary Grades.

At the present time the committee is composed of the following members: Ruth Bailey, Moser school, Salem; Ernest W. Barker, supervising principal of elementary schools, Moberly; Grace Breden, mathematics instructor, Monett; Mrs. Agnes Brown, fine arts supervisor, Mexico; Mrs. Ruby Brown, elementary principal, Eldon; S. A. Christian, elementary supervisor, Wellston; Dorothy Farthing, assistant professor of education, University of Missouri, Columbia; Arthur W. Gilbert, director research-curriculum department, Kansas City public schools; Ruth Glazebrook, elementary supervisor, Trenton; George D. Heltzell, superintendent of schools, Paris; Mary Sue Hopkins, associate professor of education, Warrensburg State

Teachers College; Maxine McDonald, Marshfield; D. C. Rucker, curriculum director, Springfield; C. F. Scotten, county superintendent of schools, Sedalia; S. L. Smith, superintendent of schools, Kinloch.

Dr. C. A. Phillips of the University of Missouri is acting in an advisory capacity as curriculum consultant. Mr. Hanne J. Hicks, supervisor of curriculum revision in the State Department of Education is in charge of the project. Present plans call for making some refinements and reorganization of materials in the Courses of Study but no attempt will be made to change the general basic philosophy and structure of the publication.

NCA STATE COMMITTEE AND ADVISORY COUNCIL MEET IN COLUMBIA

The members of the Missouri State Committee and Advisory Council of the North Central Association of Colleges and Secondary Schools met in Columbia, December 10. The group reviewed the reports of the year and considered schools with applications pending for membership.

Also on the agenda was the consideration of schools that should be "advised" and plans were also discussed for the annual meeting in Chicago, March 25-30, 1946.

Membership of the State Committee includes: Howard A. Latta, principal, Webster Groves high school; John W. Gates, principal, Springfield senior high school; Arthur L. Summers, director, division of supervision, State Department of Education, Jefferson City; Herbert W. Schooling, principal, North Kansas City high school; Neil C. Aslin, principal, Hickman high school, Columbia; and John Rufi, professor of education, University of Missouri, Columbia.

Members of the Advisory Council are: J. S. Nants, Assistant Superintendent, St. Louis; C. C. Hubbard, principal, C. C. Hubbard high school, Sedalia; J. G. Bryan, director of secondary education, Kansas City; Charles W. Martin,

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100% COUNTIES

A county is considered 100% when the number of members in the Association equals or exceeds the total number of white teachers. The name of the County Superintendent follows the name of the County.

| | |
|------------------|-------------------------------|
| Adair | Marion Schott |
| Atchison | Miss Blanche Templeton |
| Bates | David A. Jackson |
| Boone | Mrs. Alpha Lewis |
| Buchanan | Leonard Jones |
| Butler | Otto Aldrich |
| Carroll | J. A. Burnside |
| Cass | Miss May Bowlin |
| Chariton | Miss Frances Manlove |
| Clark | A. W. Brightwell |
| Clinton | Miss Straussie Gall |
| Cole | J. M. Wilson |
| Cooper | Chas. A. Repp |
| Crawford | I. H. Brand |
| Daviess | E. C. McNitt |
| DeKalb | H. C. Holt |
| Franklin | O. E. Burke |
| Gasconade | L. A. Krueger |
| Gentry | Mrs. Marion Lunsford |
| Grundy | Hugh K. Graham |
| Harrison | Mrs. Sylvia S. Stanley |
| Holt | G. Frank Smith |
| Howard | Omer Foley |
| Johnson | Mrs. Gladys Magee |
| Knox | Miss Bessie Hudson |
| Lafayette | H. H. Schaeperkoetter |
| Lincoln | Mrs. Claude Clare |
| Linn | Mrs. Zoe Harwood, Acting |
| Livingston | J. A. Boucher |
| McDonald | T. Alton Carnell |
| Madison | Clarence Moore |
| Marion | Frank L. Hodge |
| Miller | C. D. Snodgrass |
| Moniteau | Mrs. Bernyce Bailey |
| Monroe | Mrs. Mary Acuff |
| Montgomery | W. F. Hupe |
| Nodaway | W. H. Burr |
| Oregon | Roy Dunsmore |
| Osage | M. O. Reed |
| Perry | Mrs. Ora Nelson Guth |
| Platte | Miss Vera E. Ward |
| Polk | Mrs. Marvin Hopkins |
| Ralls | Mrs. Glen Ed Anderson, Acting |
| Ripley | Mrs. Dacy E. Hawthorne |
| St. Louis | Dr. R. G. Russell |
| Schuyler | Mrs. Inez Scotten |
| Scotland | Mrs. Glenn Walker, Acting |
| Scott | O. F. Anderson |
| Shelby | Frederick Dodge |

| | |
|------------------|-------------------|
| Taney | Ernest Redfern |
| Warren | Eli Mittler |
| Washington | H. C. Kinder |
| Webster | Oscar Carter |
| Wright | Mrs. Essa Findley |

IMPORTANT EVENTS

JANUARY

- 9 Scotland County Fine Arts Workshop, January 9, 1946.
- 11 Taney County Workshop, Forsyth, January 11, 1946.
- 14 Schoolmasters of Northeast Missouri, Canton, January 14, 1946.
- 19 Executive Committee, Missouri State Teachers Association, Columbia, January 19, 1946.
- 22 Fine Arts Workshop for Butler County, Poplar Bluff, January 22, 1946.
- 24 Pemiscot County Fine Arts Workshop, Caruthersville, January 24, 1946.

FEBRUARY

- 4 Texas County Community Teachers Association Meeting, February 4, 1946.
- 18 Jackson County School Administrators Association Meeting, Independence, February 18, 1946.
- 20 American Association of School Administrators Regional Conference, Kansas City, February 20-22, 1946.

MARCH

- 1 Jasper County Educational Meeting, Carthage, March 1, 1946.
- 7 Regional Radio Conference, Norman, Oklahoma, March 7-10, 1946.
- 14 Department of Superintendence of M.S.T.A., Thirty-third Annual Meeting, Columbia, March 14 and 15, 1946.
- 21 Department of Supervisors and Curriculum Development, NEA, Annual Spring Meeting, Statler Hotel, St. Louis, March 21-23, 1946.
- 25 Jackson County School Administrators Association Meeting, Independence, March 25, 1946.
- 28 Midwest Conference on Rural Life and Education, Kansas State Teachers College, Pittsburg, Kansas, March 28-30, 1946.

OCTOBER

- 4 Secondary School Principals Conference, Columbia, October 4 and 5, 1946.

NOVEMBER

- 6 Missouri State Teachers Association Annual Convention, Kansas City, November 6-9, 1946.

SCHOOL AND COMMUNITY

LEMMEL NEW SUPERINTENDENT AT BALTIMORE

William Hugo Lemmel, at one time superintendent of the Flat River public schools, was recently elected superintendent of schools at Baltimore, Maryland.

For the past three years Dr. Lemmel has been superintendent of the Wilmington, Delaware, public schools.

He began his teaching career as superintendent of the Elsinore schools. After serving in the schools of Iowa for ten years he returned to Missouri as superintendent at Caruthersville.

Active in professional work Lemmel was elected president of the Department of Super-

intendence of the Missouri State Teachers Association and also served as president of the Southeast Missouri District Teachers Association. He left Flat River after eight years of service to become superintendent of schools at Quincy, Illinois.

DEPARTMENT OF CLASSROOM TEACHERS

Recent efforts of the officers and members of the executive committee of this department of the Missouri State Teachers Association to increase its effectiveness are producing the desired results. Local organizations at Kansas City and at St. Joseph have been organized and are engaged in activities concerning teacher welfare. The annual state meetings held during the convention in St. Louis were attended by more than three hundred persons.

The chief speaker at St. Louis was Miss Hilda Maehling, Executive Secretary, Department of Classroom Teachers, N.E.A.; also, on the same program was Miss Marie Ernst, South Central Regional Director of the same organization. A panel discussion on teachers' salaries, teacher load and federal aid aspects of school finance followed; the leaders of the panel were: Miss Dorothy Martin, Springfield, and Miss Margaret Taylor, Kansas City.

Officers elected for the year 1945-1946 are: Chairman, Blanche Longshore, Kansas City; Vice-Chairman, Dorothy Martin, Springfield; Secretary-Treasurer, Charles A. Naylor, Jr., St. Louis; Executive Committee, Madlyn Bertram, Hannibal; Irene Fitzgerald, Eldon; Bessie Meador, Monett; Edna Schaeffer, Forest City; Orena Moomaw, Webster Groves; Velma Barger, Rolla; Virginia Wheeling, St. Louis; Burt Clare Neal, Kansas City; and Georgie Hash, St. Joseph.

A meeting of the officers and executive committee was held at Jefferson City on December 15th. Plans are being made for a regional conference of delegates of the South Central States of Missouri, Arkansas, Louisiana, Kansas, Ne-

braska, Oklahoma and Texas to be held at Lincoln, Nebraska, on March 9th.

BILL INTRODUCED TO AID PUBLIC EDUCATIONAL PLANT FACILITIES

A bill to provide, through aid to the states, for surveys of the need for public educational plant facilities, for the preparation of drawings and specifications for such facilities, and for their construction or acquisition, has been introduced in the form of H.R. 4499.

Funds are to be apportioned to states as follows: \$12,500 lump sum to each state, \$1,250,000 according to area, and \$2,650,000 according to population in the age bracket 5-24. This section requires no state or local matching.

Section 3. proposes \$40,000,000 for a five-year program of preparing drawings and specifications, 99 percent of which is to be apportioned to states according to population in the age bracket 5-24. This section requires equal matching with state and/or local funds.

Section 4. proposes \$1,500,000,000 for a seven-year program of acquisition, construction, or improvement of public educational plant facilities. All but one-tenth of one percent of this amount is to be apportioned to states according to a formula based on population in the age bracket 5-24 and the per capita net income of the states.

Missouri could get over forty million dollars in aid under this act. The bill was introduced on October 25 by Congressman Matthew M. Neely. It has been referred to the Committee on Education.

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Editorial PAGE

A UNITED PROFESSION

For our New Year's editorial we are lifting a message from the bulletin "Chestnuts and Little Acorns" released by the Fulton Public Schools. We select this guest editorial because of its wholesomeness, timeliness, forcefulness and the significant point of view it presents.

In our opinion, it reflects a true professional spirit which should be shared by every member of our profession.
—Editor.

In these times of strife and turmoil, when all around us we find unrest, suspicion, strikes and shutdowns, many teachers must be wondering at the apparent futility of their life-long efforts toward teaching youngsters how to live. It is more than obvious that organized labor is presently in the process of making further gains at the expense of traditional industrial practices.

In our humble opinion, teachers should glean a valuable clue in watching the threshing about of these giant wrestlers on the economic mat. Could this be the opportune time for teachers, who think first of their obligation to children, to begin thinking of their secondary obligation to themselves and their allegiance to their profession? We cannot conscientiously make ourselves a part of any group or organization that may evolve into a dangerous pressure agency acting contrary to the democratic principles we teach and upon which our schools are founded.

At the same time, teachers need to become more conscious of the fact that they belong to a profession of tremendous influence. That influence can be more effective and more intelligently directed through the concerted efforts of all of us. When that influence is wielded effectively, not only in the classroom, but on our economic and legislative fronts outside of school, teachers will achieve an equitable measure of social and economic freedom and equality.

We have the professional organizations now through which we can work—our Missouri State Teachers Association, the National Education Association and its departments. We should support those professional organizations to which we are entitled to belong and give them our every aid if we want them to work for us.